

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Name of proposed charter school:

Global Leadership Academy

Proposed charter school location:

* Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

Gary, Indiana

School district(s) of proposed location:

Gary Community School Corporation

Legal name of group applying for charter:

Global Leadership Academy, Inc.

Names, roles, and current employment for all persons on applicant team, including each board member:

Christina Hart, Founding Team - Executive Director

Katie Kirley, Founding Team - School Director

Hilary Lewis, Founding Team- Board of Directors, Teach For America

Julianne Boulware, Founding Team – Board of Directors, Teach For America

Rosemarie Joiner, Board of Directors, Boys and Girls Club

David Fischer, Board of Directors, Bain and Company
Dan Hausman, Board of Directors, Cascino Vaughan Law Offices, Ltd.

Odis Richardson, Board of Directors, Retired Educator

Quiana Davis, Board of Directors, Anthem BCBS

Katherine Pohlkamp, Board of Directors,

Erica Thompson, Board of Directors, LINK Unlimited

Mike Hines, Board of Directors, Loyola University

Robert Hart, Founding Team

Designated applicant representative:

Christina Hart

Address: 2953 W. Division Street #1

Chicago, IL 60622

Office and cell phone numbers: 202-489-1287

Email address: chart78@gmail.com

Planned opening year for the school:
(Fall 2016 or later) Fall 2016

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.) College Prep

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	4;8	160
Year 2	K; 4,-5;8-9	400
Year 3	K,1; 4-6, 8-10	640
Year 4	Pre-K -2; 4-7; 8-11	960
Year 5	Pre-K-3;4-7;8-12	1120
At Capacity	Pre-K-12	1120

Will an application for the same charter school be submitted to another authorizer in the near future?

Yes ☐ No ☒

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

Please list the number of previous submissions for request to authorize this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): NA

Submission date(s): NA

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EXECUTIVE SUMMARY

Mission: Global Leadership Academy will empower the students of Gary with the most rigorous academic skills, cultural fluency and depth of character so they can choose from boundless opportunities and strengthen the community of Gary.

Vision: Global Leadership Academy (Global) will redefine expectations for what a high performing student, teaching staff and school can look like and achieve in Gary and Northwest Indiana.

When our students graduate from Global they will understand themselves as individuals and the assets and needs of their community at large. Each student will possess a unique set of passions and talents that they apply with the determination needed to achieve their specific goals. They will have learned the character and behavioral skills needed to successfully navigate diverse groups and settings throughout their lives. Moreover, our graduates will have the academic hard skills and knowledge necessary to access and actively choose any opportunity or life path. This combination of confidence in their identity, community and academic know-how will allow them to navigate the constantly changing economic conditions and realities of their future world and advocate for themselves and their communities for the duration of their lives.

Creating students of this caliber starts with our staff. When educators join Global they will be a model for our graduates: forever curious about the teaching profession and educational equity, dedicated to improving their practice, and highly demanding of themselves. Our teachers will reflect a diversity of backgrounds; including those who have personally experienced the triumphs and challenges of coming from this community alongside people from outside the community who have chosen to dedicate their professional careers to this region. These educators will come to Global from a variety of sources including a deep, integrated partnership with local universities. This partnership will grow to train teachers both from Global and from the wider local educational community. Once on our staff, teachers will receive highly personalized training and professional development that empowers them to be a confident leader in the classroom, school and community, regardless of their background or level of experience. We will develop replicable systems that value and sustain the educators in the building by creating a culture of collaboration, empowerment and distributive leadership that redefines the societal definition of a teacher leader.

When our school has accomplished its mission, Global will be known as an integral member of the community and exemplar for innovation. We will demonstrate success through our remarkable classes of alumni, comprehensive curriculum and exceptional educational staff that was hired and developed through our sustainable talent pipeline. Together, we will have created an institution that redefines the role of a school in Gary, Indiana.

Educational Need and Target Population: Gary exudes a robust history derived from community pride that has spanned generations. However, there remains a strong need for a high quality educational opportunity for students and families in Gary. The Gary Community School District is the only school district in the state of Indiana to be labeled “high risk.” Of the sixteen community schools, thirteen of them received a D or an F for the 2012-2013 school year. Recent news continues to rattle parents and students within the Gary community. On June 3, 2014 the Gary Community School Corporation announced that six schools would close, including three elementary schools, two middle schools, a center for academically disabled students and Lew Wallace STEM Academy High School.

Many of the charter options for Gary families are producing similar results as the community public schools. In the spring of 2013, three charter schools authorized by Ball State University did not receive charter renewal or decided to withdraw their applications. On March 2nd, 2015, Charter School of the Dunes, serving 624 students in grades K-12, made the decision to eliminate the high school grades effective immediately for the 2015-2016 school year. On March 12th, 2015, the Indiana State Board of Education voted to close the Dunbar Pulaski Middle School serving over 700 students. There are currently no charter schools authorized by the Indiana Charter School Board in Gary.

There are a handful of schools that meet the urgent educational needs of the community; however, they only serve a limited subset of students in Gary. Thea Bowman, historically the highest performing charter school in the city, does not provide transportation for students. Benjamin Banneker Achievement Center has earned an A letter grade for the past two years, yet only serves K-6 students on the northeast side of the city. Currently, there is only one early childhood educational option for Gary parents and children who want to ensure their academic trajectory begins at an early age.

Additional data points paint a gloomy picture of the opportunities to which the children of Gary are exposed. According to city-data.com, Gary residents earn less than half the median income of the average Indiana family resulting in 42% of residents living below the poverty line and an unemployment rate over 20%. Gary Works, U.S. Steel's largest manufacturing plant, employed 40,000 people in the 1970s and now employs less than 4,000. This economic reality is not providing the children of Gary access to the world around them.

Given these challenges, the need for a strong educational option for the children of Gary is clear. Global will be that option for the children and families of Gary that continue to be underserved. In order to achieve our mission at Global, we will focus on four key priorities:

- **Priority 1: Provide the best educational opportunity for students in Gary and be amongst the best schools in the state.**
- **Priority 2: Strengthen our students' post-secondary readiness as indicated by rigorous academic results.**
- **Priority 3: Prepare our students for boundless opportunities as indicated by participation in Global summer experiences, high school graduation rates, college acceptance rates and college graduation rates.**
- **Priority 4: Provide access to a Level 4 Pre K program for the children of Gary.**

Community Engagement: At Global, we firmly believe that success as a school is not possible without active engagement from and active partnership with our community. We also believe that for our school to succeed it needs to be made up of staff from Gary, as well as from outside of Gary. The composition of our Founding Team and Board reflect our belief in the importance of bringing people from inside and outside of Gary to work toward a common goal. Together we plan to leverage our years of experience in the community and in education in several ways. Global will gain community support by meeting with local businesses, residents, local university staff members, church officials and civic organization leaders to gain further insight as to what they feel our children need in terms of educational opportunities, skills and experiences. Global will secure several partnerships with community organizations to support our students' social emotional development and leverage those partnerships to enhance our students' summer experiences.

It is essential that our students know, love, and better understand their own community. Starting in Pre K, Global students will listen to community speakers and work directly with community partners

throughout the school year. As our Intermediate and College Bound Learners get older, they will actively work in their community with organizations like the NWI Food Bank, the Sojourner Truth House and Habitat for Humanity to become positive change agents in their community. Global will always be an anchor in the community and our alumni will forever feel connected to Gary.

Educational Plan and School Design: Global's education plan and school design are based on research and analysis of the unique needs of Gary schools, as well as the educational experience of our board and founding team. Below is an overview of the five pillars of our school design structure:

1. **Focus on Human Capital:** The cornerstone of our education plan is that high quality teaching is the most important factor for student achievementⁱ. Global will make the recruitment, development and retention of high quality educators its first priority. Through innovative partnerships to recruit and train new teachers, we will better prepare teachers for their classrooms at Global which will lead to longer and higher quality tenures. We will provide individualized support for all teachers and leaders in their professional growth and development. Global will foster a culture where teachers and leaders are deeply committed to the school, and the school is equally committed to them.
2. **Standards Based Curriculum With Individualized Student Supports:** Along with providing an early start for our students with a Level 4 Pre K program, we believe Global's rigorous curriculum and assessments aligned with Indiana Academic Standards, ACT's College Readiness Standards and Advanced Placement standards will best position our students for high academic achievement in high school and beyond. Our standards based curriculum will provide a scope and sequence of learning activities that are vertically and horizontally aligned across grade levels and content areas to ensure a consistent and scaffolded learning trajectory for all Global students. We will use diagnostic, continual and summative assessments to continually revise our class wide curriculum, while leveraging technology platforms to provide individualized instruction to each and every student at Global. Through our innovative daily flex time, quarterly reinforcement weeks and mandatory summer school, Global teachers will continually use data to provide the targeted instruction students need throughout the school year.
3. **Culturally Responsive Learning Environment:** A culturally responsive learning environment engages all students by providing a climate where instruction, curriculum and systems are designed to respond to and value the culture, identity and experiences of every student and staff member. Research on culturally responsive teaching has found that students are both more engaged in learning, and learn more effectively when the knowledge and skills taught are presented within the context of their experiences and cultural frames of referenceⁱⁱ. At Global, teachers will use instruction as a means to integrate cultural content relevant to our students into the classroom by ensuring a diversity of voices and narratives are present, particularly from those that mirror the students we serve. Through our advisory model, intentional planning and school wide celebrations, students will deeply investigate their identity and the history of Gary, while engaging with a staff that reflects both their identity and that of others. Global will use a variety of methods and venues including the classroom, Global summer experiences, robust extracurriculars, school wide assemblies and field trips to enhance student learning. Creating this culturally responsive learning environment starts with the staff. All Global staff will engage in summer and continual professional development on their own identity development, culturally responsive pedagogy and instructional planning support.

4. **Commitment to School Culture and Character Development:** Global will create a school culture that transcends the school day and school year. Rooted in our five pillars: purpose, team, joy, grit, and power we will create a community where individuals are empowered by their unique strengths while developing the traits that lead to lasting success. There will be an intentional advisory curriculum focused on character and social emotional learning used in conjunction with consistent reflection on how all stakeholders are contributing to a strong school culture. Students will leave Global with these pillars deeply ingrained because they have had explicit instruction and strong modeling of these traits.
5. **Family and Community Engagement:** Global will develop into community anchor rich with parental and community engagement. Research indicates that a partnership between community groups, families, and schools in support of student learning, produces educational outcomes that are more favorable for studentsⁱⁱⁱ. Moreover, we understand that the parent or guardian is a key lever in student success. Through a variety of volunteer opportunities, Global will leverage the diverse skills, passions and experiences of our parents for support in achieving our school wide mission and students' individual goals. Strategic community partnerships with organizations like the Boys and Girls Club of NWI, The Foodbank of NWI and Crown Counseling will ensure our students and families are provided with access to additional opportunities and the wrap around services necessary to be ready to absorb the high-quality learning opportunities available at Global.

These research-based principles will not only enable increased student achievement, but are a package that is not currently found anywhere else in the Gary educational landscape.

Vision for Growth: When fully built out, Global will serve pre-K through 12 with three distinct schools, each with their own school leadership team. The school for Early Learners will serve grades Pre K through 3. Pre K will not be added, however, until the fourth year to allow further time for clarity on Indiana's changing approach to Pre K. The school for Intermediate Learners will be defined as grades 4-7 and the school for College Bound Learners as grades 8-12. Each grade level will be 80 students; at capacity, the entire school will serve 1120 students (400 in Early Learners, 320 each in Intermediate and 400 in College Bound).

We know it is imperative to start the school on strong footing before growing to scale. Therefore, we begin with grades 4 and 8 in order to maximize the strengths of the founding team and leadership.

	PK	K	1	2	3	EL	4	5	6	7	IL	8	9	10	11	12	CB	Total
Y1						0	80				80	80					80	160
Y2		80				80	80	80			160	80	80				160	400
Y3		80	80			160	80	80	80		240	80	80	80			240	640
Y4	80	80	80	80		320	80	80	80	80	320	80	80	80	80		320	960
Y5	80	80	80	80	80	400	80	80	80	80	320	80	80	80	80	80	400	1120

Governance and Leadership: The Design and Founding Team (Christina Hart, Katie Kirley, Robert Hart, Hilary Lewis, and Julianne Boulware) are committed to making Global one of the strongest Pre K–12

charter schools in the country and to being a community resource within the public school landscape in our city. Global is managed under the direction of a Board of Directors. The Board's diverse backgrounds and expertise in school leadership, curriculum design, finance, accounting, law, nonprofit management, community development, personnel, governance, and operations ensure strong oversight and accountability.

Our Board provides strong fiscal oversight for the school, confirms regulatory compliance, and ensures that public funds are invested in accordance with our procedures and mission. Key responsibilities include appointing and reviewing the Executive Director, final approval of the budget, and dismissals and election of the board officers. Board members may serve on standing committees to monitor the achievement of the specific annual objectives and ensure regulatory compliance. The Executive Director and her team will work closely with and report to the Board as outlined in the Bylaws. The Executive Director is responsible for the day-to-day management of her executive team, School Directors, and student achievement. Should additional sites be developed, the Board of Directors will hire an Executive Director for each new regional site as described within Global's Bylaws.

SECTION I: EVIDENCE OF CAPACITY

Founding Group

Founding Group Membership:

1. Identify key members of the Founding Group for the proposed school [...] who play an important ongoing role in the school's development or operations.

All successful schools resemble one another in two fundamental ways: They exude a commitment to their communities and students, and they are led by highly skilled and determined individuals. Global was founded by educators who are driven to create a truly high performing school in and for the students of Gary. Our team has created a Founding Board and Design Team that ensure the school is governed by highly capable and effective leaders. Our board members have achieved a high level of professional success across a variety of disciplines including educational leadership, finance, accounting, strategic planning, operations, law, facility management, fundraising, nonprofit administration, community development, curriculum design, and instructional design and coaching.

Equally as important, our team includes members with deep professional and personal connections to Gary and Northwest Indiana. Our team possesses a diversity of race, gender, age and economic backgrounds, important in providing a variety of perspectives and fresh outlooks. Below is a description of each member of the Founding Board and Design Team.

Christina Hart (*Lead Founder; Proposed Executive Director and Ex-Officio Board Member*), began her career in education as a science teacher in Washington D.C. where she helped establish KIPP DC: Key Academy, one of the nation's premier charter schools. Having been recognized with the Teacher of the Year award in her first year with the school and receiving the Kinder Award for Excellence in Teaching by the KIPP National Board of Directors in her third year, Christina has demonstrated a capacity to model excellent teaching. Her ability to create dynamic lessons, manage the classroom, and consistently outperform school district and state standards led to increased leadership positions where she gained expertise in curriculum development, instruction and assessment. In her role as the Director of KIPP to College in Chicago, she placed 100% of students into competitive private, public and charter college preparatory high schools, shaping her vision for what excellent schools look like and the preparation that students need to be successful there.

Within eight years of beginning her teaching career, Christina became principal for Lighthouse Academies in Gary. During this time she led the network through tremendous change and established her capacity for performance management and school leadership. She oversaw the school's growth from its third to tenth year of existence, managing students from 3rd to 12th grade. Christina led the founding of the first high school in the network and ensured that all of its graduates were accepted to a four-year college and that the charter was successfully renewed. Moreover, she increased student achievement on state End of Course Assessments from 37% to 61% passing in English and 33% to 72% passing in Algebra I.

Her ability to manage financial, facility, and school operations was challenged when she was called upon to consolidate a campus of 225 students with two other campuses to serve over 700 students from four different communities in a Northwest Indiana regional high school with five months of notice. Subsequently, she created a cohesive staff culture for over 50 staff members and established an 8 person leadership team to ensure highly effective operational, instructional, and behavioral support; managed a \$6.9M budget from multiple funding sources; and secured over \$2M for facility improvement to accommodate all the new students. Christina has developed an expertise in the operational management and governance of charter schools that is critical to making Global a success. Christina received her B.S. in Electrical Engineering from the University of Illinois, Urbana-Champaign, and her Masters of Teaching from The American University in Washington D.C.

Katie Kirley (*Lead Founder, Design Team; Proposed School Director*) currently serves as the Director of National School Leadership for Teach for America. In this role she designs and runs programs for aspiring and current principals that inspire people in the power of school leadership, develop their leadership capacity, match them to leadership roles and implement programs focused on retaining principals. She has demonstrated the capacity for strategic planning while designing and leading the national *Schools to Learn from Program* where she has reviewed, evaluated and facilitated learning experiences for alumni school leaders at the highest performing schools in the country. This program has provided Katie the opportunity to facilitate high level adult professional development experiences while learning best practices to shape her own vision of leading a transformational school in Gary.

Prior to working for Teach for America, Katie worked at Lighthouse College Prep Academy in Gary as an Assistant Principal. In this role, she designed and implemented an instructional coaching framework for over fifty teachers rooted in the Danielson Framework and Daniel Pink's elements of motivation. This instructional coaching framework resulted in an English 10 ECA pass rate increasing from 44% to 76% and Algebra 1 ECA pass rate increasing from 45% to 66% in just one semester. Katie led weekly professional development for teachers on instructional pedagogy, instructional planning and data analysis. She demonstrated high levels of adult management by recruiting, hiring, managing and developing a team of four Directors of Teacher Leadership that ensured highly effective instructional support for all teachers. Through her leadership and facilitation of Instructional Team Meetings, Power Walks and intensive coaching and professional development, the school was able to achieve quantitative academic gains. Additionally, Katie has demonstrated that she provides the key strength of curriculum development to the Design Team. Her experience designing 8th-12th grade College Readiness Standards curriculum blueprints and ACT/CRS aligned interim assessments across all grade levels and content areas resulted in 14 out of 17 content areas exceeding 1.5 years of growth from the Diagnostic to Quarter 4 interim.

Before becoming the Assistant Principal, Katie served as a founding Director of Instruction and Math Teacher at Gary Lighthouse Charter School. As a teacher, Katie led all math classes to over 2 years of growth on the NWEA assessment, earning the Lighthouse Academies Teaching Award for Highest Gains in Mathematics three years in a row. Additionally, Katie's students pass rate on the ISTEP math assessment

increased from 50% to 87% in her first year of teaching and up to 95% by her second year of teaching, significantly outperforming the district and state average. In addition to her teaching responsibilities, Katie founded and coached the first ever girls' basketball team at Lighthouse. Katie continues to live in Northwest Indiana and coach multiple girls' basketball teams in Gary, as the founder of the AAU Lady Spartans girls' basketball organization. She received her B.S. in Psychology and Women's Studies from Loyola University, Chicago and her Masters of Educational Leadership with a concentration in School Building Leadership from Columbia University in New York.

Hilary Lewis (Board Chair), serves as the Vice President for Alumni School Leadership for Teach For America. In this role, she cultivates school leaders that run some of the highest performing schools in the nation due to her guidance and expertise in performance management and school leadership. Hilary has successfully designed and administered regional and national programs that support over 900 principals, 2,100 mid-level school leaders, and over 400 individuals in their emerging leader programs. Hilary is a key asset due to her expertise in supporting school leaders and the relationships she manages with key players in the educational reform movement including Building Excellent Schools, The New Teacher Project, and the Kern Family Foundation, among others.

Hilary also possesses insights to curriculum, instruction, assessments and school administration that are critical for the board. After beginning her teaching career in New Orleans, she became an instructional and school leader for four years in Gary. Hilary is deeply committed to the community of Gary and ensuring that the families of her former students have the opportunity to get an excellent education from committed educators. Hilary graduated Magna Cum Laude with a B.A. in International Relations from American University in Washington D.C. and received her Master's in Education, Elementary and Middle School Administration from Concordia University.

Rose Joiner (Board Member, Secretary) is the Club Director for the Boys and Girls Club of Gary (John Will Anderson). In her role as Club Director, Rose has gained a depth of experience in the management of facilities, overseeing a club that received a \$1.3 million renovation in 2000 and an additional \$4 million for renovations for the Tolleston Capital Campaign (a former Gary Public School). Rose oversees and manages the daily operations, manages fundraising and development campaigns, oversees grant implementation and yearly capital outlay plans, among other responsibilities.

Equally as impressive as Rose's experience with community center operations is her parent and community engagement. Her successful tenure over the past 14 years has made the Boys and Girls club a staple of the community. Rose possesses knowledge of the community and how to garner support for educational initiatives that can only be gained by a lifetime of living and working in Gary. Rose's unique blend of operational facility experience and community engagement is a critical contribution to the Board of Directors.

Katherine Pohlkamp (Board Member, Treasurer) is a Certified Public Accountant with Plante Moran PLLP in Chicago, Illinois. Katherine has delivered high quality client service in a variety of industries including construction, commercial real estate, manufacturing, distributing, service, and nonprofit. Katherine's specific experience auditing and providing service to charter and private schools will be a tremendous asset to the board. Her understanding of and experience with Charter School Compliance testing will ensure that our financial controls are strong and appropriately administered.

Katherine has demonstrated an ability to test the existence and valuation of Pledge and Grant receivables, disclosure of investments, and ensure net assets are properly classified as unrestricted, board designated,

temporarily restricted and permanently restricted and that contributions and releases are accounted for correctly and in accordance with donor intent. Katherine was awarded her B.S. in Accounting and received Cum Laude honors from Winona State University in Winona, MN.

David Fischer (Board Member), is a consultant for Bain & Company where he works within the private equity group to complete diligence on acquisition targets. His work includes financial modeling, primary research and data analysis to determine attractiveness of opportunities. David has a deep capacity for strategic planning and financial and operational management as evidenced in part through his experience designing and implemented a streamlined operating model for a \$10B gold company, including operational strategy, organizational structure, and work prioritization. David is deeply passionate about education and has used his professional experience to create a framework for compensation at a major public school district, including variable compensation methods to retain high quality educators and place the district's best teachers into the highest-need schools.

Prior to his work with Bain & Company, David was the Science Department Chair and Physics Teacher at Noble Street College Prep in Chicago. David provides exceptional business and financial planning capabilities in his work with one of the leading firms in the nation and also provides the organizational and instructional capacity to organize a school that operates at the highest level. David graduated with distinction from the University of Colorado, Boulder with a B.A. in Philosophy. He later received his M.A. in Education from Dominican University and his M.B.A from the Kellogg School of Management at Northwestern University where he received Beta Gamma Sigma Honors and 1st Place in the Regional Venture Capital Investment Competition and Kellogg Business Design Competition.

Julianne Boulware (Board Member, Vice Chair) is a Manager of Education Leadership for Teach For America - Chicago. Julianne utilizes the skills that she developed as a special education teacher in a high needs school to support other TFA alumni in increasing their impact in the classroom. Julianne provides the board with strong capacity as it is concerned with curriculum, and parent and community engagement. As a native of Gary, Julianne is deeply committed to ensuring there are excellent educational opportunities for the families she has known as neighbors.

Julianne conducted research on the TFA alumni teachers in Chicago and Northwest Indiana and used the results to design programming that promotes community support, culturally responsive teaching and teacher development. Julianne is incredibly passionate about increasing the capacity of urban teachers to arrive at transformative outcomes for students. Her experience of building community support in Northwest Indiana and developing excellent urban teachers make her an invaluable part of the Global team. Julianne received her B.A. in Psychology from Purdue University, West Lafayette with the Highest Distinction and her Masters of Special Education from George Mason University.

Dan Hausman (Board Member) is an attorney at Cascino Vaughan Law Offices, Ltd. where he concentrates on plaintiff litigation. Prior to his current position, Dan worked as a staff attorney for the AIDS Legal Council of Chicago where he designed and executed a Powell Fellowship project that was housed in the Chicago Medical Legal-Partnership for Children. In this role, he focused on eliminating barriers to health, education, and economic prosperity for low-income Chicago citizens by preparing cases and developing legal strategy for use in state and federal administrative hearings and state court. Dan provides meaningful legal expertise to the Global team, having spent significant time litigating issues at the heart of the legal and regulatory concerns for public schools.

While at AIDS Legal Council of Chicago, Dan provided legal advice concerning issues such as education, public benefits, and guardianship. He negotiated with adverse parties to craft solutions, monitored compliance with state agency remedies, and informed policy initiatives and litigation strategy. Dan's unique expertise in regulatory law and experience with monitoring compliance ensures that our policies will be compliant with State and Federal Regulations. In addition to his considerable legal skill, Dan brings a passion for the work of ensuring equitable access to quality education as a former teacher. Dan graduated from James Madison University in Virginia with a B.S. in Social Sciences and a Masters in the Art of Teaching before receiving his J.D. from the University of Virginia School of Law.

Quiana Davis (Board Member) is an outreach specialist for Anthem Blue Cross Blue Shield. Quiana employs the nonprofit management skills she has developed over her career to acquire and retain members while engaging the community to enroll in programs that lead to better community health outcomes. Prior to working with BCBS Quiana served as a Director for Indiana Black Expo, Inc. where she was responsible for managing her program's 1.2M budget, operations, and community outreach. Quiana is a Gary resident who has committed herself to establishing data based programs based upon evident community need. In addition to her nonprofit management experience, Quiana provides the Global team with board experience having served on several nonprofit boards in Northwest Indiana including the United Way, the Salvation Army and multiple charter schools. She graduated from Indiana University Purdue University Indianapolis with a focus on nonprofit management.

Michael Hines (Board Member) is a Ph.D. candidate at Loyola University Chicago where he previously was awarded honors from the School of Education for his M.A. thesis "Ornamental to Society and Glorious to Our Race: Freedom's Journal and African American Education in Antebellum New York". Michael gives the team an educational policy and post-secondary perspective that is invaluable. Prior to entering academia, Michael taught High School English in Prince George's County Public Schools in Virginia and Middle School humanities for Friendship Public Charter Schools in Washington D.C. Michael also has designed curriculum plans for charter networks and Education Pioneers. His unique perspective on educational policy and design are valued greatly by our team. Michael received his undergraduate degree from Washington University in St. Louis, MO.

Odin Richardson (Board Member) currently serves as the Gary Community School Boards appointee to the Gary Public Library Board of Trustees. Mr. Richardson is a retired teacher and Golden Apple Award recipient and has been an educator for over thirty years with experience teaching in Gary Community School Corporation. Mr. Richardson is a great asset to the team not only because the experience he has gained as a career educator, but because he has deep professional and civic associations within the community. Mr. Richardson was the first African American to graduate from The University of Tampa, Florida with a degree in Health Education and Psychology.

Erica Thompson (Board Member) is a Program Manager for LINK Unlimited Scholars where she designs, manages, and implements programming for freshman and sophomore students that assist with college persistence and meet organizational goals. She has experience in nonprofit management and counsels over 150 students to ensure they get to and through college. Her experiences will help shape a program that provides access to boundless opportunities for our students. Prior to her current position, Erica demonstrated success as a language arts teacher and team leader in middle schools in Nashville, TN and Alexandria, VA. Erica received both her B.A. in English Literature and M.A. in Teaching from Washington University in St. Louis, MO and was certified in Nonprofit Management from Northwestern University.

Robert Hart (Design Team) is an attorney and currently serves as Counsel and Director of Operations for Traid NFP, a nonprofit organization that provides technological hardware and educational software to secondary schools and universities throughout West Africa. Robert provides the founding Design Team with the practical legal and business development skills he has honed throughout his career. As an attorney for the City of Chicago's Department of Business Affairs and Consumer Protection, he prosecuted fraud and advised businesses on ensuring compliance with administrative laws.

Robert has demonstrated his expertise for operational management and regulatory compliance by leading citywide consumer protection investigations. Additionally he has managed operations and advised charter schools in their founding year and has served as a Consultant to numerous small businesses while working at Loyola University School of Law Business Law Clinic and the Peace Corps.

Robert received his B.A. in Economics and Philosophy from the University of Illinois, Urbana - Champaign and his Juris Doctorate from Loyola University School of Law, with a distinction in Tax Law.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development

- ***The John Will Anderson Boys and Girls Club of Gary:*** Boys & Girls Clubs of Gary is an after school and summer youth development organization that provides positive educational, leadership, and character building programs for youth ages 6 - 18. Global and the Boys & Girls Club will work to establish on-site after school programs and actively engage the community.
- ***Indiana University Northwest, Urban Teaching Education Program:*** UTEP is committed to the development of "star" urban teachers as supported by the research on effective teaching in urban schools. The program ensures that pre-service teachers are exposed to best practices in urban teaching, through the collaborative mentorship of school-based and university-based faculty members. Global is working with UTEP to develop a sustainable talent pipeline of teachers to serve the students of Gary.
- ***The New Teacher Project:*** TNTP helps create and inform evaluations that set clear performance standards and identify teachers' strengths and weaknesses. It is also a resource for Teacher's Assistants that can draw on students in its fellowship program, which are subsequently paid by the New Teacher Project.
- ***Illinois Facilities Fund:*** IFF is an organization that assists in creating plans for affordable, flexible loans and real estate consulting to create opportunities for low-income communities in Gary. IFF helps review and ascertain feasibility of proposed facility loans.
- ***Teach For America:*** TFA provides access to new teachers, a substantial alumni network and considerable teacher training assistance. We plan to leverage their substantial network to help us in the larger goal of achieving educational equality for all students in Northwest Indiana.

3. Explain the circumstances and motivations that brought the Founding Group together to propose this school.

Our founding group was formed by individuals who have deep personal and professional ties to Gary, and are deeply motivated to create a truly high performing example that redefines expectations of what a school can achieve in Gary. These individuals understand that the highest performing charter schools share a similar origin story: the schools were created by educators who lived and worked in the community and desperately wanted to provide a better alternative for the students they taught.

Our story begins seven years ago when founders Christina Hart and Katie Kirley started working together in Gary schools. Years later, they remain committed to this community by building a Founding Team that

possesses the unique capacities, experiences and passions to create a transformational school in Gary. Our group wants to do this work in Gary because Gary is the community we are committed to calling home. We know the families of prospective students by name and call them teammates and neighbors. While our group comes from diverse backgrounds and places throughout the United States, we have made the same decision: we will make creating this school in Gary our life's work.

As stated earlier, the need for high quality educational options is clear and worrying. Unfortunately, the poor educational outcomes detailed in the executive summary are not reserved for a few community schools. Many of the charter options for Gary families are producing similarly inadequate results and are at risk of closing. While there have been pockets of marginal success, a proof point of sustained success exhibited by exceeding state standards over a period of years remains an urgent need.

Global aspires to fill this need for an excellent school and redefine what schools can achieve in Gary. Our leadership team has experienced the institutional and systems challenges that impede long-term, sustained success and have still achieved results. National studies, such as the 2013 CREDO report, find that long term performance is highly correlated with the quality of a school in its first two years. This study affirms what has been learned in the founding team's personal experiences of managing schools in various stages of transformation: a strong successful culture must be established early. This is why it is imperative that Global offers a new educational opportunity that proves transformational results are sustainable by starting small and growing strategically. We are motivated to be different than the current charter offerings by building on our success and implementing the needed improvements through both the design and execution of our model.

As the educational opportunities for the students of Gary continue to dwindle, it exacerbates the negative feedback loop where families vote with their feet, enrollment declines, and even fewer educational options are left for the children who live in Gary. It is time to break this cycle. Global Leadership Academy will provide an excellent alternative and example that works with Gary Community Schools. ICSB can take the first step in this process by authorizing a school in Northwest Indiana.

School Leader and Leadership Team:

1. Identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. [...]Also provide, as Attachment 2, the qualifications and resume for this individual. If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the school leader.

See section 1-1 for professional descriptions of the academic and organizational leadership records for Executive Director, Christina Hart and School Director, Katie Kirley. Their record of leadership demonstrates that they are particularly well suited to fill the positions that are described in Attachment 2. The exemplary fulfillment of these positions serves as a foundation for ensuring that our mission is accomplished.

2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?

Our Founder and Executive Director, Christina Hart, will be working nearly full-time. The School Director will be working Part-Time immediately after authorization and begin working nearly full-time no later than 6 months prior to doors opening. A Director of Operations will begin working nearly full-time as soon as is practical and no later than 6 months prior to school opening. Salaries for positions in Year Zero will be below market rates and average of \$45,000 for full time employment.

3. Describe the responsibilities and qualifications of the school's administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as Attachment 3, the qualifications and resumes for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring.

These positions have not been filled. We will use our extensive network of teacher training organizations to identify and recruit the highest caliber candidates. We will use a rigorous, multi-tiered selection process that consists of an online application, phone interview, in-person interviews and sample lessons/tasks.

Governance

Legal Status and Governing Documents: Please see attachments 4 and 5.

Governing Board:

1. Governance Structure and Composition. Describe the governance structure of the proposed school. Describe the current and desired size and composition of the governing board. In addition, list the name of each current board member within the proposal narrative. In Attachment 6, provide a completed and signed Board Member Information Sheet for each current board member for the governing entity/charter holder.

Global is governed by a Board of Directors. The Board is held accountable for the performance of the school and the corporate entity as a whole. Our Board is currently composed of 10 voting members:

Hilary Lewis; Rose Joiner; Katherine Pohlkamp; Julianne Boulware; David Fischer; Dan Hausman; Quiana Davis; Michael Hines; Odis Richardson; Erica Thompson; and Christina Hart (non-voting). Board membership shall never fall below 5 people and may increase to 15 people in accordance with the Bylaws.

Global's Founding Board is comprised of individuals who have achieved a high level of professional success across a variety of critical areas including law, finance, accounting, facility management, operations, strategic planning and design, governance, fundraising, educational leadership, instructional coaching, and curriculum and instruction design. Our Board members reflect our values and ensure that we have the variety of talents and insights needed to effectively govern the school. Currently 70% of Board Members have a background as educators; 50% of the board members reside within Northwest Indiana; and 60% are persons of color. These percentages are not fixed in perpetuity, however, we value maintaining a composition that is reflective of the community we serve.

The governance structure through which the board exercises its oversight is explained in greater detail in the answer to Question 3 below. The Executive Director is responsible for the day-to-day management of Global. She reports to the Board at each meeting and works closely with the Board as outlined in the Bylaws. The Board may form standing committees to monitor the achievement of the specific annual objectives and ensure regulatory compliance. Key responsibilities include appointing and reviewing the Executive Director, final approval of the budget, and dismissals and election of the board officers.

2. Pre-Existing Nonprofit Organization. If this application is being submitted by an existing nonprofit organization...and to comply with Indiana's Public Access Laws, including the Open Door Law.

Not Applicable.

3. Governing Entity's Responsibilities. Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of the charter school.

In accordance with Global's Bylaws, all business of the corporation is managed by the Board of Directors. The Board of Directors will be accountable to ICSB and all community stakeholders. The Board is ultimately responsible to the parents who are promised high level experiences and achievement for their students;

the students who are shaped by the school's culture and instruction; teachers who expect a supportive and consistent school culture; and the ICSB who authorizes the school to function as a public charter school.

This chart describes the structure of roles and responsibilities for the Board and the Executive Director in critical areas. This chart will be reviewed on an annual basis and updated if necessary.

RESPONSIBILITY	BOARD OF DIRECTORS	EXECUTIVE DIRECTOR
Legal	<ul style="list-style-type: none"> • Exercises fiduciary role to ensure that the organization is properly managed. The Board should have a mechanism to validate information from the Executive Director. • Maintains legal status; ensures the proper paperwork is submitted to governmental agencies as required. • Reviews financial and business dealings and exercises proper judgment in self-dealing transactions -- avoidance of conflicts of interest. 	<ul style="list-style-type: none"> • Provides information to the Board to demonstrate that the organization is well managed. • Compiles information for annual filing requirements. • Signals to the board if the organization may be out of compliance with regard to legal or financial matters.
Finance and Accounting	<ul style="list-style-type: none"> • Approves annual budget. • Reviews periodic financial reports (balance sheet, income statement, changes in financial position). • Ensures that proper internal controls are in place. • Ensures annual audit happens. 	<ul style="list-style-type: none"> • Prepares annual budget with input from staff and Board's finance committee. • Oversees preparation of periodic financial reports. • Implements proper financial controls. • Facilitates annual audit.
Planning	<ul style="list-style-type: none"> • Establishes mission and program direction for the organization and approves goals and objectives designed to achieve those ends. • Reviews strategic plan and progress. • Assesses program evaluation plan. <p>Assesses compliance/progress in achieving educational and other outcomes agreed to.</p>	<ul style="list-style-type: none"> • Participates in establishing mission and program direction for the organization. Contributes to vision of the organization; and assists the board in maintaining focus and momentum for the organization. • Develops specific program goals and objectives based on the mission and strategic plan. • Develops reports or oversees staff development of reports to demonstrate program and service progress.
Policy	<ul style="list-style-type: none"> • Adopts written board level policies. • Responsible for reviewing policies periodically. 	<ul style="list-style-type: none"> • Identifies need for new policies. • Responsible for implementation of policies and for assisting the board in analyzing policy options.

Personnel	<ul style="list-style-type: none"> • Sets and reviews personnel policies. • Hires Executive Director and evaluates the Executive Director's performance. 	<ul style="list-style-type: none"> • Implements personnel policies. • Recommends changes in personnel policies to the Board. • Hires all personnel and evaluates performance of staff members (or delegates to appropriate supervisor).
Resource Development	<ul style="list-style-type: none"> • Adopts a fund development plan and defines board and staff roles in implementation. • Reviews and approves all major grant proposals. 	<ul style="list-style-type: none"> • Develops a fund development plan and submit to the board for adoption which may include preparation of grant and other funding applications, fundraising events, and business ventures to support mission.
Board Accountability	<ul style="list-style-type: none"> • Establishes and communicates clear expectations of Board directorship. • Assures effective participation of Board directors. 	<ul style="list-style-type: none"> • Facilitates training and information exchange for members in preparation for selection of Board directors. • Facilitates effective communication among Board directors.
Decision-making	<ul style="list-style-type: none"> • Defines and communicates the role of Board, Executive Director in making decisions. • Assures appropriate involvement of Board directors in organization decision making. 	<ul style="list-style-type: none"> • Makes action decisions within parameters set by the Board, collaborates both with the other staff and Board in some decisions.
Community Relations	<ul style="list-style-type: none"> • Promotes the organization to members, the state and national charter school community and the general public, including serving as an emissary of the organization to the broader community. • Promotes cooperative action with other organizations including activities and occasions when the organization should take part in coalitions, shared programs, joint action, etc. 	<ul style="list-style-type: none"> • Interprets the mission of the organization to the community through direct involvement, public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the board for an effective division of labor.
Contracts and Grants	<ul style="list-style-type: none"> • Approves and monitors those contracts under the purview of the Board. 	<ul style="list-style-type: none"> • Administers contracts approved by the Board. • Approves and monitors all other contracts. • Notifies board of any compliance issues.

4. Procedures. How many times has the current board met to date? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Indiana's Public Access Laws.

The Board has met two times and will meet regularly to review and act on its responsibilities. The Board anticipates meeting bi-monthly in the inaugural year, quarterly in the following year, and holding additional meetings as required. The meetings will cover academic performance of the school, performance of the Executive Director, the financial health of the school, among other topics. As long as quorum exists as defined by the Bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members. Subcommittees are created on an as-needed basis. The Board of Directors meetings will be headed by a Board Chair.

5. Ethics and Conflicts of Interest. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 7, the board's Code of Ethics policy and Conflict of Interest policy. Both documents should be included in the attachment.

Global's conflict of interest policy is designed to protect its interests when contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, employee of Global, or their family members. This policy supplements any state laws governing conflicts of interest applicable to nonprofit and charitable corporations. Any Interested Person, as defined in the Bylaws, has a duty to disclose any actual or possible conflict of interest and material facts to the directors and members of committees considering the proposed transaction or arrangement. Please see as attachment 7 the detailed Boards Code of Ethics and Conflict of Interest policy.

6. Advisory Bodies. Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body and the reporting structure as it relates to the governing board and school leadership.

The Board has the power to appoint committees to conduct business not otherwise delegated in accordance with the Bylaws. Any advisory board position will be assumed voluntarily and will not be compensated. There are currently no advisory bodies or councils.

Global envisions creating a Parental Engagement Committee that is comprised of a representative body of school leaders, parents, and students charged with making connections between the school and community, and helping Global staff execute school and extracurricular operations. This committee would create reports to be reviewed by the Board. Additionally, Global envisions creating an auxiliary junior board to facilitate development efforts and cultivate future board leadership.

7. Grievance Process. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.

In the event that a student's legal entitlement is taken away or abridged, full due process will be afforded. For grievances that fall short of the threshold of the loss of an entitlement, the parent or student is encouraged to seek a resolution with the School Director. Parents may discuss concerns with teachers or administrators. If these concerns are not resolved, parents may make a written request to speak with the Governing board, which has authority to resolve all concerns in a way that is consistent with the Bylaws. Global will make all required school documents available to parents free of charge.

Additionally, notice of the board meeting schedule will be given to all parents and posted on the website. Meetings will be held in accordance with Indiana’s “Open Door Law” and any grievance may be brought forward at that time.

SECTION II: SCHOOL DESIGN

Education Plan

Curriculum and Instructional Design:

1. Provide a framework for the proposed instructional design that reflects the needs of the school’s target population and will ensure all students meet or exceed the Indiana Academic Standards adopted by the Indiana State Board of Education in April 2014.

Our framework for instructional design is rooted in the needs of our school’s target population in Gary, as measured by the data points below. From this data, Global’s founding team identified four key academic priorities.

Academic Priority	Evidence of Community Need	Global Metrics of Success
Priority 1: Provide the best educational opportunity for students in Gary and be amongst the best schools in the state.	<p><i>2012-2013 Gary Community School Corporation state assessment data:</i></p> <ul style="list-style-type: none"> 65% IREAD pass rate, 91% state pass rate 46% ISTEP pass rate, 74% state pass rate 40% English 10 ECA pass rate, 76% state average pass rate 36% Algebra 1 ECA pass rate, 70% state average pass rate 	<p><i>2016-2017 Global state assessment goal:</i></p> <ul style="list-style-type: none"> 75% ISTEP pass rate 75% Algebra 1 ECA pass rate <p><i>2017-2018 Global state assessment goal:</i></p> <ul style="list-style-type: none"> Exceed all Indiana state assessment pass rate benchmarks as measured by ISTEP and ECAs
Priority 2: Strengthen our students’ post-secondary readiness as indicated by rigorous academic results.	<p><i>2012-2013 Gary Community School Corporation college ready data:</i></p> <ul style="list-style-type: none"> 82% of graduates did not take the ACT 18% of graduates took the ACT and averaged a score of 17 2 out of 297 graduates passed an AP exam; 1 out of 297 had received three college credits 	<p><i>Global college ready goal:</i></p> <ul style="list-style-type: none"> 100% of juniors will take the ACT with an average college ready score of 21 100% of students will take at least one AP course and the corresponding exam prior to graduation 50% of graduates will have passed at least one AP exam prior to graduation
Priority 3: Prepare our students for boundless opportunities as indicated by participation in Global summer experiences, high	<p><i>2012-2013 Gary Community School Corporation graduation data:</i></p>	<p><i>2019-2020 Global graduation goal:</i></p> <ul style="list-style-type: none"> 100% graduation rate by earning a Core 40 diploma

school graduation rates, college acceptance rates and college graduation rates.	<ul style="list-style-type: none"> 69.9% graduation rate with only 66% of those graduates earning a Core 40 diploma 	<ul style="list-style-type: none"> 100% participation in a high level Global summer experience 75% of students accepted into Tier 1 colleges 100% college acceptance rate
Priority 4: Provide access to a Level 4 Pre K program for the children of Gary.	<p><i>2014-2015 Gary Community Corporation Pre K enrollment data:</i></p> <ul style="list-style-type: none"> Mary Bethune Early Childhood: 518 students 5 out of 72 preschool options are rated Level 4 according to Paths to Quality 	<p><i>2019-2020 Global Academy goal:</i></p> <ul style="list-style-type: none"> Enroll 80 students in Pre K Open a Level 4 pre-K option increasing programs by 20%

The highly developed and effective educators of Global will utilize standards based curriculum coupled with strong pedagogy to result in deeply rigorous instruction for all grade levels and content areas. All of our curriculum will be created using Indiana Academic Standards, the College Board's College Readiness Standards and Advanced Placement Standards (when applicable). Prior to opening our doors, our leadership team will create vertically aligned curriculum maps with enduring understandings, essential questions, standards, resources and aligned assessments for core content areas. Upon opening, teachers will receive these curriculum maps and assessments, along with additional supplemental curriculum resource to support in planning and preparation for each course. All curriculums will include a blend of cooperative learning, inquiry and problem solving, direct instruction of key points, and technology for individualized and targeted instruction. We recognize that curriculum must evolve to align with standards, yet we know our core instructional vision for all content areas will provide our students the instruction to meet our ambitious academic priorities.

English Language Arts Curriculum: The goal of English Language Arts instruction at Global is to create lifelong readers who are able to deeply comprehend a variety of fiction and non-fiction texts in order to thoughtfully and critically respond to that text orally and in writing. All students will take a reading and writing class at Global that will include consistent components in our PK-12 model.

Rooted in evidence and our successful experience in delivering literacy instruction, our teachers will engage students in:

- Readers Workshop with Guided Reading:* Students will begin literacy sessions with group reading activities that build their oral language skills and encourage enjoyment of literature and language. The workshop model will encourage student interaction with grade level text, increase their reading comprehension and vocabulary, and allow for robust student conversations with their peers about the content of the text and grappling of ideas.
- Writers Workshop:* Students will respond to texts through writing which will result in an increased understanding of the text, mastery of writing skills and provide opportunities for creative expression.
- Phonics, Word and Grammar Study:* To read successfully—to read independently and construct meaning from text—beginning readers need to be able to identify words automatically and have

an effective strategy for decoding unknown words. Global's English Language Arts instruction will be sequenced to ensure students learn the relationship between letters and sounds, and to use that knowledge to blend the sounds in order to read words, and to segregate the sounds in order to write words. As our students grow older, they will be taught grammar to ensure they have a language to speak about language.

- *Independent Reading:* All students will know their Lexile score and have the opportunity to self-select high interest texts in their classroom's leveled libraries. Each day, students will spend time independently reading while using active reading strategies.

Math Curriculum: The goal of math instruction at Global is for students to deeply understand foundational math knowledge, and gain strong number sense so that they can be successful problem solvers for higher-order math courses and in everyday life.

Rooted in evidence and our successful experience in delivering math instruction, our teachers will engage students in:

- *Math Workshop with Problem Solving:* We believe that students should grapple with challenging and real life problems both collaboratively and independently. The math workshop model will allow this to occur.
- *Writing in Math:* Students must be able to develop their analytical and critical thinking skills through writing, model drawing and other written forms within constructed response items and beyond. Lessons will include exercises where students must articulate their processes, make note of errors in others' work and model their answers through various drawings and explanations.
- *Skill Development:* All math classes will include exercises and lessons designed to build students' proficiency with number sense, operations, and computation to build a high level of math proficiency to be applied to higher order problems and courses.

Science Curriculum: The goal of science instruction at Global is to create graduates who think through problems using scientific methods and are forever curious about the world around them. Students will engage with curriculum that provides a balance of scientific reasoning, inquiry, analysis of data in various forms and content knowledge in order to create the scientific thinkers that are prepared for higher order science classes and curious about the world. Science students at Global will be able to comprehend articles about science and determine theories to questions by analyzing data, charts, graphs and informational text.

Social Studies Curriculum: The goal of social studies instruction at Global is to create engaged community members who understand theirs and others' history in order to make informed decisions in our culturally diverse society that lead to a long lasting impact. Students will engage with a curriculum that includes a variety of text and primary and secondary sources in order to understand multiple historical narratives, the chronology of history and world geography. Social studies students at Global will be able to analyze text and sources to determine cause and effect of historical events through well written and constructed arguments.

Foreign Language Curriculum: In order to be successful in an increasingly global society, our students must have exceptional educational experiences, including the opportunity to develop awareness of other cultures and people and to become proficient in English and other languages. Global will leverage The American Council on the Teaching of Foreign Languages (ACTFL) national standards for our foreign language curriculum rooted in the 5 C goals: Communication, Cultures, Connections, Comparisons, and Communities.

Art, Music and Physical Education Curriculum: All Global students will be proficient creators, performers, critics, listeners, and observers of the arts and music. Students who attain academic standards in the fine arts will be able to use the arts to think and learn independently, know themselves and the world around them, and communicate in the art forms studied. The ultimate goal of our Physical Education curriculum is for Global graduates to participate in health enhancing and wellness activities throughout their entire lifetime. Global sees sport and physical activity as an opportunity to promote personal growth, practice our school core values and work towards common goals with peers of diverse backgrounds and skillsets. Global students will engage in a quarterly wellness test to ensure mastery of their gross motor skills and track growth towards fitness goals.

2. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.

Our teachers will employ a host of engaging instructional methods in order to equip students with rigorous academic skills, cultural fluency and depth of character. Our professional development model will equip teachers with a tool belt of techniques and instructional methods from which they pull to meet our academic priorities and school mission. We believe that the best teachers are fluent in a variety of techniques and can choose and differentiate to meet the needs of students, the moment, the class or the individual student. We know that true transformational academic success occurs when students are getting the instruction and resources aligned with their needs, both academically and socially. In order to ensure that occurs for all Global students, it will require strong instructional mindsets, pedagogy and systems throughout all classrooms and our entire school.

High Expectations, High Will and High Skill Teachers: Our greatest instructional strategy is our people. More than any other variable in education--more than curriculum or supplies-- teachers matter. Effective teachers who are continually learning and setting high expectations are the key to student academic achievement and success. At Global we believe that students will rise to meet the high expectations set by our team of educators. Through our strong professional development structures, all of our teachers will utilize strategies in the classroom rooted in the mindset that all students can and will learn including, but not limited to, *Teach Like A Champion*^{iv} questioning strategies (No Opt Out, Stretch It, Format Matters), individual and collective academic goal setting and progress monitoring.

Safe, Engaging and Joyful Learning Environments: At Global we believe students flourish in safe, engaging and joyful learning environments. For students to focus on academics and their personal growth, there must be clear, effective and efficient classroom and school wide systems in place to keep the students safe, engaged and joyful. Students will be able to take risks in classrooms, feel supported by their peers in collaborative groups and feel valued for who they are. Every lesson will be tightly planned with every second maximized for student learning through time saving procedures such as entry routine, exit routine and routines for collecting and distributing materials. Teacher's instructional plans, behavior expectations and procedures will empower students to do the majority of the critical thinking to master academic content while building their confidence and self-efficacy.

Diagnostic, Continual and Summative Assessments for Data Driven Decisions: At the beginning of each year, all students will take an assessment to determine their strengths and weaknesses in various content areas. Score reports will enable students, teachers and leaders to identify whole class and individual trends to revise curriculum, create strategic groups and set ambitious, yet feasible goals. Students will continually be assessed to celebrate growth and identify areas of additional development. We will use

this assessment data to provide immediate, individualized supports for any students struggling with a subject or skill to ensure that no one is left behind, and all standards are mastered by all students. Our assessment systems are informed by Paul Bambrick-Santoyo's *Driven by Data*^v, which outlines an approach to data analysis and action planning.

Culturally Responsive Learning Environment: Global will create an environment where students and staff feel valued in their own identity and honor the identities and diversity of others. For too long concepts of identity, equity and culturally responsive curriculum have been the missing ingredients in schools, in a way that does not allow educators to unlock the full potential of students to graduate from college and pursue boundless opportunities. Global students will gain confidence and pride in themselves and their community as they prepare to be agents of social change within and outside of the community of Gary by learning from staff with a shared identity and background. In order to create this environment, Global staff will engage in professional development around issues of their own identity development, culturally responsive teaching pedagogy and intentional curriculum planning to honor and celebrate the identities of the entire school community and others. Global students will also engage with staff from a variety of backgrounds in preparation to successfully interact with the diverse world around them.

Differentiated Blocks Every Day and Reinforcement Weeks Every Quarter: Global will use data to strategically group students into their daily flex time blocks and quarterly reinforcement weeks. Daily flex time will provide students the needed remediation and/or enrichment experiences for content areas. Global will provide a Reinforcement Week upon the conclusion of each quarter to ensure students are provided the additional learning time throughout the year to be on track for end of year benchmarks. These weeks will also provide enrichment opportunities for students to further apply their learning outside of the classroom. Global intends to leverage technology for individualized and targeted instruction for each scholar. Adaptive programs such as Achieve 3000, Accelerated Math, and Khan Academy will be used to ensure that all kids are receiving targeted instruction based on their academic needs. We believe our strategies of extended days, flex time blocks, summer school and reinforcement weeks will provide the remediation and enrichment necessary for all students.

3. As Attachment 8, provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with the Indiana Academic Standards. The scope and sequence[...] NOTE: Limit attachment to thirty (30) pages. Please see Attachment 8.

4. For Blended Learning Operators Only. Not applicable.

Pupil Performance Standards:

1. Provide, in Attachment 9, the school's exit standards for graduating students for each division of the school as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do. NOTE: Limit attachment to fifteen (15) pages.

In April 2014, the Indiana State Board of Education approved the adoption of new standards for English Language Arts, Mathematics, Social Studies and Science. Through the rigorous creation, evaluation and validation of these new standards by various organizations, the state and Global is confident that if students successfully master standards they will be equipped with the skills to be promoted into the next grade/course, as measured by the Indiana I-READ, ISTEP and ECA assessments. The school for Early Learners will serve grades PK through 3, the school for Intermediate Learners will serve grades 4 through 7 and the school for College Bound Learners will serve grades 8 through 12. Therefore, in attachment 9,

the exit standards are provided for 3rd grade (measured through I-READ and ISTEP), and 7th grade (ELA/Math).

2. Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

Students at Global will be promoted to the next grade level if they demonstrate mastery of the skills outlined in Attachment 9. We believe that retention should not be messaged as a punishment, but rather an intervention for students that need additional academic support. If a student does not meet the standards, as measured by not passing the I-READ or ISTEP assessments, the school leader and the retention committee (teachers, parents, school leader) will evaluate the situation on a case by case basis, especially in our younger grades. If a student is retained, this will not simply be a grade repetition, but rather additional time to provide individualized instruction by leveraging technology and individualized learning plans. All parents, families and students will be provided the promotion policy during orientation and in our parent handbook. We believe in full transparency around student academic achievement and growth and progress towards promotion will be discussed at each quarterly parent teacher conference.

High School Graduation Requirements (High Schools Only):

1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain any additional requirements.

To graduate from Global a student must fulfill the graduation requirements for the State of Indiana, as established by the Department of Education. Students will earn a Core 40 diploma by earning credits in the following requirements:

- | | |
|--------------------------------------|---------------------------------|
| • English / Language Arts: 8 Credits | • Directed Elective: 5 Credits |
| • Mathematics: 6 Credits | • Physical Education: 2 Credits |
| • Science: 6 Credits | • Health and Wellness: 1 Credit |
| • Social Studies: 6 Credits | • General Electives: 6 Credits |

Additionally, all Global students must meet the following graduation requirements aligned with our academic priorities:

- Take at least one AP course and the corresponding exam prior to graduation
- Take the ACT college readiness assessment
- Participate in a minimum of one high level Global summer experience

Students will earn credit hours by successfully demonstrating mastery over the Indiana Academic Standards established for each course. Teachers at Global will assess mastery through standards aligned assessments. Students will earn credits by demonstrating mastery in a particular course and earning a passing grade higher than a 69%. Students will earn 1 credit for each course passed during a semester. Students who transfer to Global will have an intake meeting where their transcript will be audited to determine the correct scheduling and course load. As Global continues to evolve, we will work to partner with a university to provide our students options to enroll in dual-credit programs, in addition to access to AP classes at Global.

Student grade point averages will be calculated using a traditional 4.0 scale. Global will weight the grades of our AP and Honors classes to acknowledge the effort and added course load requirements.

Global will offer a variety of electives that meet the strengths and interests of our diverse group of students while ensuring they are an approved high school course title by the Indiana DOE. Electives may include: Anatomy and Physiology, Beginning Chorus, Ceramics, Contemporary Literature, Economics, Grammar, Human Geography, Physical Education and Foreign Languages.

2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

In order to graduate successfully, students must also pass End of Course Assessments in English 10, Algebra 1 and Biology within the pre-determined testing windows in Indiana. In addition to the Indiana requirements, our students at Global will begin preparing for college readiness assessments and curriculum aligned to ACT's College Readiness Standards as early as 8th grade. From 8th-12th grade students will take diagnostic, interim and summative ACT assessments. All Global students will be required to take an official ACT assessment to ensure they can apply to various colleges and post-secondary opportunities. We believe that our classes at Global will prepare students with the critical thinking, character and cultural fluency to thrive in a diverse set of post-secondary opportunities including college, university, trade schools, military and/or entering the workforce.

3. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.

Through Global's diagnostic, continual and summative assessments we will be able to know immediately when students are not on track to meeting the proposed graduation requirements. Global will leverage the built in quarterly Reinforcement Weeks throughout the school year to address credit needs and also provide enrichment experiences to invest students in staying in school. Global's Summer School program will provide high school students the opportunity to receive additional credits. All students will have transparent conversations about how to recover credits and ensure graduation in the proposed timeline.

School Calendar and Schedule:

1. Provide, in Attachment 10, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year [...] in the day for core subjects such as language arts, mathematics, science, and social studies.

In order to both address the skill gaps and provide a competitive, well-rounded educational experience, Global will operate with a longer school year and day. According to Marcotte and Hansen^{vi}, an additional ten days of instruction is shown to be more impactful on student learning than retention or reducing class size: Ten additional instructional days of summer programming will result in a 190 day school year. In year one, there will be 185 days with five days of summer programming.

Global's school day will be from 8:00 AM to 3:30 PM every day, except for Wednesdays which will dismiss at 2:00 PM for staff professional development. This 7.5 hour academic day, compared to the Indiana minimum five hour day for grades 1-5 and six hour minimum for grades 6-12, will allow Global students to gain two days and one day each week, respectively.

School Culture:

1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.

Strong and intentional school culture is fundamentally imperative for the success of the school. The five pillars below are foundations in which we will root our students' academic achievement and character growth.

- **Purpose:** We all choose to be here and feel both inspired and challenged in our work. Our goals, both individually and collectively, are great which requires great effort, but offers great fulfillment.
- **Team:** Each of us contributes unique strengths to our community. As we understand ourselves and one another, we are able to maximize all our strengths towards a collective success.
- **Joy:** We love and respect all members of our community. We demonstrate this through a sense of urgency, gratitude, and fun in all that we do.
- **Grit:** Our growth never stops, so we never quit. We challenge ourselves which requires embracing the possibility of failure, and ultimately, believing in our ability to eventually succeed.
- **Power:** We seek to make the world a better place. We embrace the opportunities where our skills and talents allow us to lead, and honor those opportunities by acting ethically and justly.

We demonstrate a consistent school-wide culture in the values we hold, the language we use, and the rituals and celebrations that our families, students and teachers and staff engage in every day. Whether it is a budget decision, an interaction between staff members, a parent night or the student work on the walls, we will consistently reflect our pillars in all that we do. Focusing on our five pillars makes us better students, teachers, individuals, and community members.

2. Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.

Every member of the Global community contributes to the creation and continuation of our culture. This begins with the teachers and entire staff as models of the school culture for students, parents and visitors. We ensure all staff members share core beliefs about student achievement by selecting teachers based on their skill in the classroom and how their purpose for teaching aligns with the school mission. Additionally, when we evaluate teacher performance we will use our culture's five pillars to inform our assessment of Danielson's Domain 4.

When recruiting students and families to Global we will be completely transparent about our beliefs and pillars so that families are selecting our school because its vision aligns with their own hopes and aspirations. Once students gain admission to our school, each student will attend an enrollment meeting with their parent(s). Students and parents will be walked through the commitment and daily expectations as a member of the school community. Students will have advisory time every day using a curriculum aligned to our pillars to build character. Communication between staff and parents will always be open to collaboration on how to best support students in their growth. Additionally, the school will serve as a meeting place for parents to collaborate and access school and community resources in their contribution to the school's success. Students and families will, minimally, receive weekly feedback on their growth towards embodying the essential components of our school culture.

3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

Jasmine is a 4th grader, and every day she enters the building with her backpack, greeted joyfully by the school director. She proceeds to breakfast in a calm cafeteria where music is playing at a low level where she eats breakfast while doing light academic work. After breakfast, Jasmine lines up with her advisory and goes with her teacher to their classroom. Jasmine gets out and organizes her materials for the day and receives a dress code check. Then she and the rest of the class engage in a mindfulness activity to center them on their purpose for the day.

Academic work then begins with 90 minutes of ELA followed by 90 minutes of math. She has a different teacher for each class, but many things are the same. Jasmine knows how to enter each class, turn in her homework, and begin work on her bell ringer. She enjoys her classes because the teachers make learning fun; she also feels challenged and is eager to raise her hand to proudly show what she knows.

After math, Jasmine and her class walk in a line to the cafeteria. Once through the line, Jasmine sits with some neighbor friends who are in a different advisory. They talk and laugh amongst the group until her teacher signals it is time to line up for advisory. They start by refocusing with a breathing activity. It is Thursday which means Jasmine gets her grade and behavior report for the week. She and her partner do a reflection exercise and set goals for next week before sharing their successes and challenges with the team.

The class then transitions in a quick and quiet line to social studies and then Spanish class. Each class is engaging and challenging in its own way, but follows the same structures as reading and math. After Spanish, Jasmine goes to her reading group where she builds her reading skills with students at a similar reading level. She then has a STEM class to build her problem solving skills since NWEA scores show her above grade level in math. At the end of STEM class, the entire class reviews homework for Friday, and makes sure that it is all in their backpacks. Jasmine and her fellow bus riders are dismissed to the front of the building, where a staff member wishes her a good afternoon and makes sure she is seated on the bus. She waves goodbye as the bus pulls off the lot.

4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

Mr. Kellogg would arrive each morning before the students, who begin to arrive at 8 AM. Teachers are trusted with the responsibility of meeting their professional expectations each day, honoring that each teacher knows their commitments and work styles to be prepared for their students and/or duty when it begins. By 8:10 AM, Mr. Kellogg is in the cafeteria in order to escort his advisory to class. He begins advisory by enthusiastically greeting his class. He purposefully uses that time to check in with a student about a specific behavior plan, gives special attention to a student struggling with organization, and wishes an advisee a happy birthday. Once he has guided his fourth graders through their uniform check and mindfulness activity, he would urgently transition into teaching his lesson.

The 90 minute English Language Arts block would begin with a Do Now, and either a collection of or review of the previous night's homework. Mr. Kellogg would then tightly transition into the new material or lesson for the day. Each lesson would be purposefully planned out a week ahead with feedback from his Director of Teacher Development to ensure that each day and minute are used to move student achievement. The lessons are not only engaging, but would put the bulk of the mental work on the students. Both Mr. Kellogg and his teacher assistant would have clearly defined roles during the entire class period from leading the entire class to offering individual support to pulling small groups or monitoring differentiated activities. The class would end with an exit ticket to ensure that students mastered the lesson for the day. The teacher would transition his students and repeat the lesson with differentiation depending on the needs of the next class.

After the second class, Mr. Kellogg would have his lunch break, and then he would lead his advisory. Just as he has ELA lessons planned for the week, Mr. Kellogg has lesson plans for the week that are developed in collaboration with the rest of the 4th grade team. This ensures that not only the advisories, but the entire grade level is growing as a unit.

After advisory, Mr. Kellogg would have his prep period, which would be in conjunction with the 8th grade ELA teacher. Once a week, this time would be used to meet either individually or collaboratively with the subject team and DTD to share best practices or receive specific feedback on his development as a teacher. The rest of the week's time would be used purposefully to prepare materials for classes, review exit tickets to modify or differentiate plans, grade papers, and take care of administrative tasks. The teacher and his teacher assistant would use this formative data to determine groups and better inform each of their roles during classes. This is also a time where he may meet with parents or students about specific concerns. As a school, we want to purposefully make the work sustainable which means encouraging teachers to use their time productively during the school day.

Once the prep period was over, Mr. Kellogg would have one additional ELA class to teach. This would then be followed by 30 minutes of flex time where he would get to work with a targeted group of students who need similar supports in reading instruction. This would be a consistent group until the next interim assessment. The students would dismiss from this flex time and he would escort his students to the buses. When he returns to his classroom, he would straighten up for the day, and make sure his materials are prepared and set out for the next day. Once a week, school ends early to allow for staff professional development. Mr. Kellogg collaborates with fellow staff around content, grade level and school wide data-analysis, planning, and sharing of best practices. He prepares to leave by 4 P.M.

Supplemental Programming:

1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?

Research demonstrates the critical importance of extended learning time^{vii}. Students typically experience learning loss when they do not engage in educational activities during the summer. At Global we are committed to ensuring that this summer loss does not occur. For the first year of operation, all students will engage in 5 days (25 hours) of Summer School to complete diagnostic assessments, understand the school culture and expectations of Global and begin developing their individual and collective identity. In year two and beyond, all Global students will participate in 10 days of summer school that align with their individual academic needs, skills and passions. We will leverage these days to ensure students that are behind grade level receive additional and individualized academic supports to successfully begin the school year. Students will also have the opportunity to engage in high level Global summer experiences including college classes, summer internships, field trips or summer camps aligned to particular interests.

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

Various researchers have noted a strong association between student involvement in extracurricular activities and improved attendance, behavior and academic performance^{viii}. At Global, students will participate in internal (within the school) and external (outside the school and school community) extracurricular academic and social experiences to better focus on their personal growth, explore interests beyond the core content areas and have access to opportunities including sports, the arts, and enrichment clubs such as Yearbook, Student Council and Key Club. Due to our strong commitment to extracurricular activities, we have allocated general funds in our budget to ensure this can be executed. We know that meaningful relationships form between staff and students during extracurricular time, so we will encourage our staff to lead extracurricular activities if they desire. In order to ensure a strong work life balance for our staff, we will also partner with community organizations such as the Boys

and Girls Club of Northwest Indiana to provide additional and more regular extracurricular opportunities for our students.

3. Describe the school's programs or strategies to address student mental, emotional, and social development and health.

Studies^{ix} reveal that students who participate in school-based programs focused on social and emotional learning (SEL) profit in multiple ways. Compared to students who do not experience SEL programming, they improve significantly with respect to attitudes about themselves, social and classroom behavior, achievement test scores and school grades, including an 11-percentile-point gain in academic achievement. Therefore, at Global our mission is to develop a curricular program and school wide structures that address the academic, social and emotional needs of all of our students.

All Global, students will be enrolled in an advisory with a curricular program rooted in identity development, culture building and social and emotional development. Advisories will use a SEL curriculum, such as RULER, for students to become aware of their own emotions and of others, make responsible decisions, and manage their own behaviors in isolation and with others. Advisory will also be a place to engage in meaningful lessons, discussions and case studies surrounding our 5 Pillars: Purpose, Team, Joy, Grit and Power. Students will self-assess daily on these 5 Pillars using our Pillars Rubric, as well as set individual goals for the day, week and month based upon their self-assessments. Advisory teachers will also hold conferences with students to discuss their personal behavior goals and track progress.

In addition to the plans and strategies of advisory, Global will use our school wide behavioral data to closely monitor and track each student's social, emotional and/or behavior development. We will use this data to provide students the mental, social and behavior supports they need including, but not limited to, peer mentors, staff mentors and peer collaboration groups. Just as we commit to providing individualized academic supports for our students, we will provide the supports our students need to thrive socially and emotionally. If funding or partnership allows, we will also contract with mental health professionals to further support students and families.

4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

In the United States children growing up in low income communities often lack the crucial resources or opportunities--inside and outside of school--that their more affluent peers across the country are afforded. At Global, we plan to close this opportunity gap by providing our students access to summer experiences aligned with their passions and interests. Summer experiences will include, but are not limited to, college courses, job internships, community service trips, and summer camps.

Special Populations and At-Risk Students:

1. Summarize the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.

Global seeks to develop all members of its diverse community of learners through a college preparatory curriculum. The education plan and systems built into the school such as extended learning blocks, flex time, reteach weeks, summer learning experiences and teacher assistants provide many and varied opportunities for students to access appropriately differentiated learning opportunities that target their specific needs. At Global, every student will receive the support they need in the least restrictive

environment, whether a student requires an IEP or 504 plan, support with language, or differentiated material. We will run an inclusion model and train all staff to be able to respond to the diverse needs of our students. We will also have a special education teacher and literacy specialist to both push in and pull out students when appropriate to address more significant and specific learning needs.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

Identification

- ***New Students:*** When new students enroll in the school we will request a release of records to obtain all IEP and 504 plan documentation. Additionally, we will have in-take conversations with each parent around their educational concerns for their child to provide additional insight on potential disability concerns. Our special education staff will evaluate all documentation to create schedules and learning plans to meet all IEP needs.
- ***Existing Students:*** A strong Response to Intervention Framework is imperative in determining the type of support all students need. NWEA will be used as our universal screener and will guide our decision making around students needing Tier 2 and Tier 3 interventions. As instruction is differentiated to meet specific student needs, we will monitor the progress of these interventions using winter NWEA, DIBELS and interim assessments, along with classroom observations, performance and behavioral data. For a majority of students, progress toward broader educational goals will be evident. In instances where continuous progress monitoring conveys that a student is not making progress, the student will receive more targeted or individualized classroom interventions. If progress is not significant given the new strategies, the classroom educator will begin the referral for special education.
- ***Parent Requests:*** If at any point one of our parents is concerned that their student should be evaluated for specialized services, we will respond to that request within a 10 day window informing the parent of their legal rights, via Procedural Safeguards. The student's instructor(s), school leader, academic specialists, and a contracted psychologist will work with the family to determine if an evaluation for special education is necessary.

Educational Plan

All Global students will be educated in the Least Restrictive Environment (LRE), determined during the evaluation process for specialized services. Although full time inclusion may not be appropriate for all students, our goal is to find points of entry for all students to actively engage in the Global community. We anticipate being prepared to serve students in co-teaching models, small group pull outs and a self-contained setting if the situation warrants. In addition, all regular education teachers will be trained to and held accountable for accommodating for learners with special needs in the regular classroom setting. Throughout each educational setting, students will receive the appropriate accommodations (timing, formatting, setting, scheduling, response and/or presentation) and modifications in accordance with their IEP. In instances where necessary, we will provide students with the assistive technology necessary to access the curriculum.

Members of the student's IEP team will be kept abreast of their progress via weekly progress reports from teachers and specialists. Case conferences will be held annually (unless need dictates greater frequency) to evaluate student progress, establish new goals and ensure that the LRE remains appropriate. All students will pursue a college education unless the student's IEP team determines a different post-secondary credential is an appropriate transition plan. Certified Special Education Instructors will be brought on board in accordance with the size and needs of our population.

3. Explain how the school will meet the needs of English Language Learner (“ELL”) students.

Part of our student intake process will include a language survey, where we will look at the number of languages spoken in the home and the frequency with which they are spoken. If languages other than English are spoken in the home, the student will undergo further evaluation. The student’s ability to read, write, and speak will be assessed via an English Language Proficiency screener. Students scoring below a 5 on the IPT screener will be eligible for formal annual assessment or language proficiency. Their families will be notified of their eligibility in the most appropriate language. Families opting to receive ELL services will have access to a content based ESL program. The academic content will be primarily provided in English, and will serve as the basis for acquiring the language. Native language support will be provided where necessary by an ESL certified instructor.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.

Noted previously, Global will utilize a RTI model. Students that are not meeting grade level expectations will be identified using NWEA as our universal screener. We will continue to monitor progress to determine what level of the school’s intervention and aligned strategies are necessary. Because we believe that all students can learn when provided appropriate access to material, many of the accommodations outlined for students with special needs and/or academic failure as outlined above remain appropriate.

5. Explain how the school will identify and meet the needs of intellectually gifted students.

We pride ourselves on being able to implement a differentiated rigorous curriculum for all learners. In addition, daily flex time and high level summer experiences are imperative in providing stretch opportunities for academically gifted students; these times will provide opportunities to discover material outside the core curriculum and to pursue individual interests. It is important to remember that while a student may show an exceptional inclination in one domain, they may not be considered “gifted” in a different domain. Similar to other exceptional and specialized populations, gifted students’ progress will be monitored continually, and instruction adjusted.

Student Recruitment and Enrollment:

1. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Explain how this strategy will garner the targeted enrollment.

Upon receiving approval for our charter, we will immediately begin an information campaign through the local newspapers, including free weeklies, and creating an online presence through our website and social media to keep prospective students and families informed through our incubation year. Social media will allow parents from our targeted enrollment to be a part of our enrollment effort by spreading the word to their networks as well. We will also use our community connections in the Boys and Girls Club and local churches to recruit families.

Our applications will be available December 1, 2015, so we will begin concentrated recruitment efforts in October in the form of information meetings at community organizations and churches throughout Gary. We will use the community connections from our board and founding team to engage deeply with the community; our team’s professional and personal connections in the community will serve as one of our greatest assets. Not only will we continue our informational meetings, we will follow up on any prior meetings with our applicants. We will also reach out at public events, as well as door to door and at local businesses to recruit students and get applications in the hands of our target community.

After our lottery in early March, we will begin meeting with families and enrolling students. This will also create a positive buzz amongst our new families which will translate into additional recruits. Once students are enrolled, we will provide at least monthly communications and/or opportunities to engage with the founding team. When we are in our facility, we will host open houses along with some informal social events over the summer. Our summer session during the first week of August will be a critical point to catch any missing students early. We will continue our recruitment efforts until the first count date of the 2016-2017 school year to ensure that we make our enrollment numbers.

2. Provide, as Attachment 11, the school's Enrollment Policy. Please see Attachment 11

Student Discipline:

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.

A strong school culture that is purposeful and proactive, as described in section 2-5, prevents most behavior issues before they need intervention. Our discipline system is one component of this culture that will support each student in their academic preparation, character development, and decision making ability. Discipline along with advisory, strong planning, and systems and routines contribute to creating a culture that reflects our five pillars. Every student will be supported in their development and have the opportunity to learn in the highest quality learning environment. For this reason, it is key that our student discipline system accomplish two things: support teachers in creating a safe, purposeful and joyful learning environment where all students can succeed AND keep students within the learning environment as much as possible without undermining the integrity of the learning environment

Each teacher will be empowered to confidently manage their classroom with clear systems and procedures in conjunction with well-planned and engaging lessons. Each teacher will receive training and coaching to use logical consequences for behaviors that motivate students to meet and exceed behavioral expectations while minimizing the time spent on simple compliance behaviors such as dress code and preparedness.

Additionally, we seek to transparently define and enforce consequences for all behaviors that interfere with learning or the integrity of student work. For a vast majority of behaviors we see logical, low-level consequences as a means to preventing behaviors from escalating, which keeps students learning. We believe that if we are clear and consistent with the smallest behaviors, larger, more severe misbehaviors will be minimized. If behaviors escalate or persist, we will intervene on an individual basis that takes into consideration each student's circumstances and seeks to logically address the root cause of any behavior issues, with the intention of keeping suspensions (and expulsions) as a last resort.

Using a common behavioral system will allow for school-wide consistency and data collection on behavioral issues and trends at every level of the school. Students can use their individual and class data to set personal and collective goals during advisory. Teachers can use the data to reflect on their practice and identify trends with students, classes, and times of year. Administration will use the information to address school-wide trends, evaluate the effectiveness of our policies and procedures, and ensure that every aspect of the school is reinforcing our pillars and setting students up for success.

2. Provide as Attachment 12 the school's discipline policy. Please see attachment 12

Parents and Community:

1. What other school options exist in the targeted location for your proposed school? In list or table format, please describe all other schools – traditional public, charter and/or private – in the immediate vicinity with the same or similar grade level configuration.

School Name	Grades Served	Type	Enrollment	13'/14' Grade
Mary Bethune Early Childhood Center	PK	Traditional Public	518	N/A
Bailly Preparatory Academy	KG-06	Traditional Public	371	B
Beveridge Elementary School	KG-06	Traditional Public	675	F
Dr. Bernard Watson Academy for Boys	KG-06	Traditional Public	137	C
Glen Park Academy for Excellence in Learning	KG-06	Traditional Public	790	D
Jefferson Elementary School	KG-06	Traditional Public	482	F
Daniel Hale Williams Elementary School	KG-06	Traditional Public	512	A
Frankie McCullough Academy for Girls	KG-07	Traditional Public	429	A
Benjamin Banneker Achievement Center	KG-08	Traditional Public	518	A
Aspire Charter Academy	KG-08	Public Charter	704	D
Gary Lighthouse Charter School	KG-12	Public Charter	1460 KG-7: 731 8-12: 729	D
Charter School of the Dunes	KG-12	Public Charter	624 KG-8: 463 9-12: 161*	F
Thea Bowman Leadership Academy	KG-12	Public Charter	1317 KG-8: 875 9-12: 442	D
21 st Century	KG-12	Public Charter	709	D
Dunbar-Pulaski Academic & Career Academy	07-08	Traditional Public	674*	F

William A Wirt/Emerson VPA	05-12	Traditional Public	595	C
West Side Leadership Academy	07-12	Traditional Public	885	F
Theodore Roosevelt Career and Tech Academy	07-12	Traditional Public	571	F
New Tech At Gary Area Career Center	09-12	Traditional Public	404	F
Gary Middle College	09-12	Public Charter	198	N/A

2. What will be unique or compelling about the proposed school? How have you determined that the proposed school will have sufficient demand from student and families to meet enrollment projections?

Qualitative and quantitative data indicate that the parents of Gary strongly value having academic choices for their children. With nearly 40% of students currently enrolled in charter schools, and several schools slated to close in the upcoming school year, another school choice is necessary in Gary. Global will provide an option unlike anything that is currently available. We will do this by:

- Providing a high quality school option in a neighborhood where none exist. Currently, there is no junior high or high school option south of 25th Avenue and east of Chase Street.
- Providing a rigorous college prep aligned curriculum that is culturally responsive, focused on character development and engaged in the community
- Providing bus transportation opportunities for students. We know that the ability to provide transportation for all of our kids is a crucial factor in school choice for parents.
- Focusing on teacher recruitment, development and retention to ensure a consistent, stable and effective staff for our Global students and the entire community of Gary.
- Positioning our school as an anchor of the Gary community and for our families by providing wrap around services, extracurricular activities and strong partnerships with community organizations.
- Leveraging the founding teams' and boards' strong relationships with families and students for enrollment and investment in the proposed school.
- Providing a Level 4 Pre-K option for 80 students in Gary. Research indicates that starting early is the key to later academic success. From the moment students enter Pre K at Global, we will provide students multiple hours developing key academic skills and a love of learning on which to build the rest of their academic foundation.

3. Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.

We believe our parents bring a wealth and diversity of experiences, skills and knowledge that are essential in achieving the academic and personal goals for our students and our community. At Global, we plan to leverage the assets of our parents to enhance our school community, while also providing programs and classes for parents to develop their own skills and capacity. Just like anywhere, parents in the city of Gary come from diverse educational, cultural, and professional backgrounds. With our diversity of opportunities and programming, all of our parents will feel valued and proud to be themselves and be a part of our Global community.

Leading up to the launch of the school year, we will meet with students' families to get a clear understanding of their academic and personal development goals for students. During this meeting we will invest parents in the power of their partnership and provide a menu of opportunities for their involvement. These opportunities include connecting us to civic organizations in which they are involved, joining the Parental Engagement Committee (a representative body of school leaders, parents, and students charged with making connections between the school and community), and helping Global staff execute school and extracurricular operations.

As our parents support our students and school community, we want to ensure our parents have access to programming that unlocks their additional potential, skills and areas of interest. Through our partnership with local universities, we plan to provide opportunities for parents to learn the skills necessary to support their students academically. Additional support may include a "Parent University," or seminars that pertain to building strong and healthy families; topics would include balanced nutrition, financial literacy, and early childhood parenting. We hope that through their active engagement with Global, our parents will become strong advocates for their children, the school and education in Gary. We will commit to providing the time and space to discuss and learn advocacy and organizing skills, so that they can chart the course for the direction of education in Gary.

4. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Describe any fee-based or in kind commitments from community organizations or individuals that would enrich student learning opportunities.

At Global, we view community engagement as a mutually symbiotic relationship. We will provide our students knowledge and access to the wealth of community resources within Gary, while simultaneously providing opportunities for students to be a community advocates and a resource for others. We will partner with community organizations that support the health and welfare of our students to ensure they are ready and able to learn. Whether through referral services or in school partnerships, Edgewater, Crown Counseling and the Crisis Center will provide invaluable social, emotional and mental services to our students. Partnering with The Boys and Girls Club will provide additional care and opportunities for our students outside of the school day, particularly for families balancing demanding work schedules with child care needs. In addition, numerous community organizations such as the Foodbank of Northwest Indiana will provide opportunities for our students to learn and engage more deeply with the resources addressing the needs of their community. At Global we value the lifelong learning of all our stakeholders- students, families and staff. Therefore, we want to ensure we provide opportunities for our parents to continue their education through our partnership with IUN's School of Adult Education.

5. Provide, as Attachment 13, evidence of demand from the community. Please see Attachment 13

Performance Management:

1. Each school authorized by the ICSB will be evaluated according to a consistent set of indicators and measures as described in the ICSB Accountability System, which is posted on the ICSB website. Apart from these indicators and measures, what other goals will students at the school be expected to achieve by the end of the first 5-year charter term?

Global seeks not only to be the highest performing open-enrollment school in Gary, but also to outperform the state at all levels. By achieving these goals, we will be well positioned to meet and exceed standards as indicated by the ICSB Accountability System. In addition, by year five, 75% of our inaugural class of

graduates will be accepted to Tier 1 colleges, with 100% of graduates having at least one four-year university as an option.

2. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, IMAST, ISTAR, and d ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE).

A strong assessment strategy that includes alignment to our academic priorities, particularly performance on state assessments and college-readiness exams, is crucial to our school's success.

- **Pre-K - 2nd grade:** We will use NWEA MAP for Primary Grades (MPG) and DIBELS which are well-established research based programs that the founding team is confident in using to inform and improve instruction. Both will be used for initial screening and progress monitoring, with DIBELS being used to supplement NWEA with more detailed literacy skill information.
- **3rd-7th grade:** All students will begin the year taking the NWEA MAP to provide baseline data and again at the end of the year to measure growth. In addition to NWEA, all students will take the predictive Acuity assessment to ensure that students are mastering the skills assessed by the state of Indiana on the end of year assessments. We believe strongly in using Acuity as interim assessments to ensure that our students are mastering the skills and standards that will be assessed on Indiana's assessments in grades 3-8.
- **8th -12th grade:** We will use the ACT Aspire system for grades 8th -11th grade. Replacing the EXPLORE and PLAN, we will administer the summative assessments at the end of each grade along with their periodic assessments to serve as aligned interim assessments. The exception to this will be students in Algebra I and English 10, where we will use Acuity exams that are aligned to the End of Course Assessments for those courses. While the Aspire system does not provide specific periodic assessments for 11th and 12th grade, schools have used it through the ACT with juniors. Additionally, we will maintain the best practice of using interim assessments that are course aligned, and modeled after AP exams when appropriate. These common assessments will be written at the school level and administered quarterly.

3. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Global will implement data driven instruction best practices across all grade levels. All students will be assessed in the summer session and again at the end of the year to measure growth. Additionally, each student will have a quarterly interim assessment in each class to monitor specific skill, content and standards mastery. Beyond these more summative assessments, teachers will be collecting formative data on a daily and weekly basis through exit tickets and other formal and informal classroom assessments.

An essential component of effective data driven instruction relies on the ability to immediately turn around assessment results for analysis and action. The assessment selections listed above all provide for this at the class and student level. Additionally, an internal data reporting system will be built to capture data across multiple platforms for comprehensive school-wide data and student facing reports.

Our Director of Operations and any additional tech staff will be responsible for securing the appropriate technology to implement our assessment platforms and ensure that it is fully functional and capable of meeting our assessment needs. For purposes of analysis and planning, our instructional leaders will guide data meetings within a week of the assessments. Initially, this will be the School Director, but as the school

grows Directors of Teacher Development will also conduct these meetings. Data analysis meetings will follow protocols using best practices as outlined in *Driven by Data*^x.

Finally, a committee of teachers will also convene quarterly with the assessment data to monitor students in our RTI process. Students will be identified academically for the RTI process using fall NWEA data. Students can exit the RTI process or be recommended for further supports based on winter, spring and subsequent fall NWEA testing. Acuity interim assessments will be used to monitor progress and adjust interventions as necessary.

4. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

There will be four major sources of student data to manage: state and national assessments, interim assessments, course grades, and non-cognitive items such as attendance and behavior. An internal reporting system will be built to effectively capture and cohesively report school, class and student level data from these multiple sources. We will select a web based system for student grades and non-cognitive data, such as PowerSchool. School operations staff will work in tandem with the instructional staff to properly coordinate the gathering and storage of all critical data. The School Director, and eventually Directors of Teacher Development, will work in conjunction with the teachers on data analysis, as it is critical that each teacher own the outcomes and analysis for maximum impact of student achievement. They will be responsible for coordinating professional development in response to teachers' needs.

5. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Much of the work teachers and leaders will engage in around data analysis is deeply rooted in the practices outlined in *Driven by Data*. Key to providing strong support for our teachers and leaders around data driven instruction is a thoughtfully constructed calendar that accounts for interim and state assessments while providing time for analysis and re-teaching, when necessary. Interim assessments will be built into the school calendar, and the time necessary for data analysis meetings between teachers and instructional leaders will be accounted for in our professional development timeline. Additionally, we will seek to create a transparent culture where data is being shared amongst leaders, teachers and students and is used improve all aspects of our school, not just academic performance.

Teachers will receive professional development at the beginning of the year to establish shared expectations and practices for data driven instruction. Additionally, teachers will receive training on the high stakes assessments, their format and scoring. We will also layout our assessment strategy to ensure that we reach our school wide goals. Teachers will be trained on writing their own rigorous assessments and backwards planning lessons to meet the appropriate level of rigor. Additionally, teachers will meet quarterly with their instructional leader to ensure accurate analysis and accountability to action plans set forth to address the results. From those quarterly meetings, leaders will be able to gauge additional areas of support for their teaching staff. We will ensure that all instructional leaders are well developed, including observing and being observed during data meetings as a part of their own coaching and development.

6. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by the ICSB and the Indiana Department of Education.

Explain what would trigger such corrective actions and who would be responsible for implementing them.

Corrective actions can take many forms and are triggered before the collection of end of year assessment data that the ICSB and IDOE use to measure performance. Below is list of corrective actions that Global would consider if we were to not meet our expectations for academic achievement. However, the first step in deciding any corrective action would be to closely analyze our year-end data along with interim data and staff evaluations in order to make the most informed and productive decisions. The school directors, with the support and oversight of the Executive Director, would be responsible for deciding on and executing a course of action. Depending on the data we receive, there may be a solution that is not listed below.

- **Assessment Strategy:** If we were to have positive interim data that did not align with our end-of-year results, we would need to reevaluate our assessments. This may be as simple as improving our calibration for the mid-year scores that confidently predict year-end success, or selecting an entirely different assessment platform that more accurately predicts success at year end.
- **Program/Curriculum:** If data was pointing to a specific weakness across an entire content area or grade level, across multiple teachers, we would need to address the weaknesses in our curriculum choices. This includes ensuring that we have adequate curriculum maps that cover the appropriate content, while our resources and materials are aligned to an appropriate rigor level. Additionally, we could decide to departmentalize instruction at an earlier grade level, implement strategic small group instruction, place students in specific classes, etc.
- **Student Support:** If we are seeing that a particular student or group of students is not performing well on their interim assessments, we would use this data to structure our flex time and prioritize who receives support outside of regular school hours. At the high school level, we would use this data to make adjustments to student schedules at each semester to ensure that student schedules are supporting their most urgent academic needs.
- **Teacher Support:** If interim data is pointing to low performance that can be isolated and attributed to a specific teacher, the school leadership would quickly intervene with more intense coaching support including planning support, model lessons, and co-teaching. If the trends did not improve or there was low end-of-year performance, the teacher would be reassigned or removed from their position.
- **Leader Support:** If the results were low, but conflicted with interim data and/or data collected from site visits and support, the Executive Director, and in some instances other campus school directors, would work with the school leader to create and effectively implement an academic improvement strategy. We would expect to see concrete steps implemented and improved interim data by the following winter or the leader would be replaced at the end of the next school year. However, if the results corresponded with low interim data and poor site visits, the leader would be replaced.

SECTION III: IMPLEMENTATION PLAN

Human Capital

School Staffing Structure:

1. Provide, as Attachment 14, an organizational chart for the proposed school at Year 1 and at Full Capacity. Please see Attachment 14.

School Leadership & Staff Hiring, Management and Evaluation:

1. Describe your strategy and timeline for recruiting and hiring teachers in accordance with IC § 20-24-6. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.

Global Leadership Academy will recruit, select, and retain the highest caliber teaching staff in Northwest Indiana. In order to develop a high performing staff, the hiring process must be rigorous and highly selective. This process will include an online application that will include predictive analytics through a program such as TeacherMatch. Teachers would then engage in an introductory interview to screen for fit with school culture. If the candidate possesses the work ethic and mindset needed to achieve great results, he or she would be moved to an interview day that would include a model lesson to demonstrate their ability to execute a lesson, a lesson planning exercise to demonstrate content and pedagogical mastery, and a data analysis project to highlight their knowledge and ability to work with student achievement data.

In order to attract, select, and develop the best teachers for Global Leadership Academy, our hiring timeline needs to be coordinated with the academic calendar and take into consideration the hiring timelines of other high performing districts and charters so that we may effectively compete for the most talented teaching staff available.

Late Spring 2015- Early Fall 2015

- Ensure that the website is live and that recruitment materials are produced in order to build recognition for Global Leadership Academy along with its mission, vision and staffing needs.
- Begin cultivating candidates for School Director of the school for Early Learners.
- Begin outreach to organizations that serve as recruitment pipelines such as local and regional universities, especially those with Urban Teaching programs such as Indiana University Northwest and University of Chicago, Teach For America, and Indianapolis and Chicago Teaching Fellows.
- Seek out and attend networking opportunities, as well as lead professional development workshops at events in order to build recognition of our school and its brand.

October 2015- December 2015

- Ensure that applications are live at the beginning of November to capitalize on candidates who are thinking ahead to the next school year, which would allow for some interview opportunities over the winter holidays.
- Begin hosting recruitment events locally and regionally. Additionally, attend job fairs for semester graduates.

January 2016- May 2016

- Host recruitment events in addition to attending local job fairs through NWIESC and INCS, as well as local and regional universities.
- Engage in the Teach For America and Indianapolis Teaching Fellows hiring process, as well as our own process to ensure the best staff possible is hired and on-boarded

2. Describe the staffing plan (e.g., leadership, instructional, and support roles; reporting relationships; and accountability for student outcomes) your school will use to ensure that every student has access to excellent teaching. Will the staffing model incorporate technologies, new roles for teachers and other staff, or innovative instructional techniques toward that end? If yes, how?

The greatest asset of Global is our people. Our staffing plan is centered on ensuring that each staff member receives training, support and development. The staffing structures outlined in Attachment 14 show the reporting relationships and describe the roles that ensure that each teacher and leader is getting the coaching and support that they need to build fulfilling careers as excellent educators. We will cultivate leadership from within and use the teacher residency program to sustain and retain our teachers.

3. Explain how – and how frequently – the school will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?

Teachers will be evaluated three times a year based on the Danielson rubric along with student performance data (both academic and non-academic) on a schedule that aligns with the school calendar and our coaching cycles. Leaders will similarly be evaluated three times a year using a rubric that aligns to the Danielson rubric, so that all positions are aligned to our ultimate goal of student achievement. The rubrics will be created to incorporate the position specific responsibilities, corresponding academic and non-academic data and criteria from the ICSB accountability plan. Leaders will be evaluated and supported by their immediate supervisor.

Action	Dates	Outcome
Vision and goal setting	Early June	Leaders will set vision and goals for upcoming school year based on available data. An outlined support plan will be created.
	August	Teachers gather baseline data from summer and establish goals with school director.
Support Cycle 1	Mid June - Mid August	Leaders will be supported in their summer planning to make goals and vision reality, along with observation and support of beginning of school year.
Coaching Cycle 1	September-October	Coaching and development based on individual teacher needs.
First Evaluation	Late August	Leaders will receive initial evaluation based on summer planning, beginning of the year PD, and implementation of vision through critical first weeks of school. Previous year data will be included as applicable. Improvement targets will be established as necessary.
	Late October	Teachers receive initial evaluation and performance targets established as needed.
Support Cycle 2	September - October	Leaders receive continued observation, support, and development around established targets, along with quarter 1 interim data analysis.
Coaching Cycles 2 and 3	November - Late February	Coaching and development based on individual teacher needs. Progress monitoring of performance targets as necessary
Second Evaluation	Early November	Leaders will receive evaluation based on first round of interim data and progress towards improvement targets. New improvement targets and timelines established if necessary. Initial return conversation held.
	Late February - Early March	Teachers receive second evaluation with official progress on targets as necessary. Preliminary return conversations had.

Support Cycle 3	Mid November - early January	Leaders receive continued observation, support, and development around established targets, along with quarter 2 interim data analysis.
Coaching Cycle 4	Early March - early May	Coaching and development based on individual teacher needs. Progress monitoring of performance targets as necessary.
Third Evaluation	Mid-January	Leaders will receive final evaluation for the school year. Definitive staffing decisions for the upcoming school year will be based on this evaluation and an action plan for upcoming school year will be created.
	Mid-May	Teachers will receive final evaluation for the school year. Definitive staffing decisions for the upcoming school year will be based on this evaluation.
Support Cycle 4	Late January - Early June	Leaders will receive support on second semester targets, along with support in planning for upcoming school year.
Coaching Cycle 5	Mid May - Mid June	Coaching and development based on individual teacher needs. Goal setting, planning and development for next school year.

4. Explain how the school would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school identify and address development needs or concerns?

Teachers and leaders will be continuously coached and supported by their direct supervisor, who will also serve as their evaluation source. It is important that teachers and leaders be seen in their entirety, including progress made, when evaluating their performance and making decisions regarding employment and compensation. It is our priority to identify unsatisfactory teaching and leadership as early as possible so that we can make necessary changes while minimizing disruption to students and instruction. Our approach is to make early and proactive decisions that allow both employees and the school to plan best for their future. Whenever possible no staffing changes will occur without a succession plan in place.

While all teachers and leaders will be coached and developed to improve their practice, staff who are less than effective in two or more of the four domains, will be given specific performance targets for their next evaluation which will be monitored and supported during the interceding coaching cycles. Progress towards and meeting these performance targets will be factored into any decision to retain the staff member. Any teacher or leader who ranks ineffective in all domains at any evaluation will be removed immediately. Finally, any teacher or leader who is effective or highly effective in all four domains will be given the opportunity to remain on staff, barring any significant enrollment concerns that would affect staffing needs. School Directors will have final decisions on all school based staff; the Executive Director will make all decisions regarding School Directors and shared positions.

5. Provide an overview of the school's compensation system (including benefits) and how this aligns with the performance evaluation process. For Indiana requirements regarding employee benefits, see for example the following: IC § 20-24-6-7.

Global believes in a compensation system that attracts and retains the best talent in the classroom. According to the 2014 TNTP report, *Shortchanged: The Hidden Costs of Lockstep Teacher Pay*^{xi}, teacher compensation systems need to be competitive for those entering the career and reward performance. At Global, teachers will fall into one of four categories:

- **Resident Teacher:** Teacher in training, compensated with combination of tuition support and stipend
- **New Teacher:** In first two years of teaching, baseline salary \$45,000
- **Intermediate Teacher:** In third to fifth years of teaching, demonstrated results with students, baseline salary \$50,000
- **Experienced Teacher:** Beyond fifth year of teaching, demonstrated results with students, baseline salary \$60,000

New, intermediate and experienced teachers will be eligible for annual pay incentives based on their evaluation rankings and reaching achievement goals. Teachers will also be compensated for taking on leadership roles such as mentoring resident teachers, developing course and grade-level curriculum, etc. Additionally, all other non-teaching staff members will receive competitive salaries and performance incentives that align with the metrics associated with their position. All staff will have the option to enroll in employer-subsidized medical, dental, and vision insurances; as well as participate in retirement plans, including the Indiana Teacher Retirement Fund.

Professional Development:

1. Describe how school leaders will be supported and developed throughout the year.

All school leaders, including the School Director, Director of Operations and Director of Culture and Community, will receive startup and ongoing professional development from the Executive Director. Leaders will be evaluated and coached using a Global Leaders Framework modeled after the four Danielson domains, the Leverage Leadership frameworks and other established leadership frameworks from around the country. Global will provide various structures and systems focused on leadership development including team retreats, weekly school visits, weekly check ins, purposeful walkthroughs and school culture and achievement audits using the four domains. Each leader will co-create coaching plans with the Executive Director focused on specific areas of development. Coaching cycles will conclude with beginning of year, middle of year and end of year evaluations. All staff members will also be given an opportunity to provide feedback regarding the strengths and areas of opportunity to all leaders in the building.

2. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

We will invest a tremendous amount of time and energy into teacher development, shown in both our approaches to professional development and the amount of time dedicated towards it. Prior to the school opening our teachers will engage in 18 days of Summer Institute:

- 5 Full Staff Professional Development Days (July 25th-29th, 2016)
- 5 Full Days of Summer School Instruction with Team and Individual Feedback & Reflection (August 1st-5th)
- 5 Full Days of Autonomous PD Days for Planning, Classroom Set Up and More (August 8th-12th, 2015)
- 3 Final Staff Professional Development Days (August 15th-17th)

Based on the practices of the highest performing schools nationally and our school values, Summer Institute will be a time and space to build deep, meaningful relationships with one another and invest our

entire community in our collective vision, core values and systems to reach our mission at Global. Below you will find a high level overview and learning goals for our eight professional development areas for Summer Institute.

Professional Development Area	Goals for Summer Professional Development
Why Gary? : A Deep Dive into the Gary Community	<ul style="list-style-type: none"> • Deep understanding of the Gary community, history and educational landscape • Facilitate numerous community panels • Visit Gary establishments • Engage in Gary community service
Who Are We Individually and Collectively?	<ul style="list-style-type: none"> • Understand the stories and values of all staff members • Deep and meaningful team development • Articulate and invest in school mission, vision and core values
Teacher Development and PD Systems	<ul style="list-style-type: none"> • Shared texts (Teach Like A Champion, The Skillful Teacher, The Five Dysfunctions of a Team, Driven By Data, Practice Perfect, Great Habits, Great Readers and more” • Understanding of Danielson Framework and the Essential 10 • Understand variety of professional development structures including individualized coaching plans • Classroom management and training for new teachers • Lesson execution and feedback sessions • Video feedback sessions from Summer School lessons
Curriculum	<ul style="list-style-type: none"> • Deep dive into Indiana/CRS Standards and assessments • Understanding of curriculum map and interim assessments • Collaborative unit and lesson planning for Unit 0 and Unit 1
School Culture	<ul style="list-style-type: none"> • Norming on expectations for school culture, including rewards and consequences for student behavior • Modeling and planning of school and community celebrations
School Systems and Procedures	<ul style="list-style-type: none"> • Understand the rationale and practice classroom and school procedures including transitions, arrival, dismissal, lunch • Understand, norm and practice the school wide reward and discipline systems
School Operations	<ul style="list-style-type: none"> • Ordering of supplies and classroom materials • All HR needs set up for staff • Classroom, technology and school set up
Assessments & Data Analysis	<ul style="list-style-type: none"> • Familiarity with all assessments from NWEA, ACT, Indiana Assessments and interims • Book study of <i>Driven by Data</i> including action planning training, understanding of data cycles and data tracking systems • Understand referral process for Special Education students and implementation of IEPs • Understand the Response To Intervention process for academics and behavior

3. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

Similar to our Summer Professional Development, we will provide a variety of approaches and extensive time throughout the year to ensure our staff receives the individualized supports they need to be their best self and teacher for our students. Our continual professional development approaches will be rooted in Daniel Pink's pillars of adult motivation: *Autonomy, Mastery and Purpose*.

Based on recent studies, educators in the United States spend an average of 1,131 hours in front of students, considerably more than any other country in the world. Although we believe it is crucial that our teachers maximize their instructional time with students, we are committed to ensuring our staff has considerable individual and collective professional development opportunities throughout every day, week and month. All staff will have a shared daily planning time with their grade level/content team, engage in weekly Wednesday two hour professional development, four full days of Professional Development throughout the year and continual structures throughout the week.

Below you will find our unique approach at Global to continual professional development structures for our staff:

- **Individualized Coaching Plans:** Teachers will be deeply empowered and engaged in 6 week coaching cycles throughout the year rooted in the Danielson Framework and specifically focused on an Autonomy, Mastery and Purpose goals from the four domains. All weekly observations and coaching meetings with school leaders will be focused on these specific coaching goals and deeply rooted in evidence.
- **Weekly Professional Development:** Every Wednesday afternoon from 2:30-4:00 pm we will have a rotating schedule of professional development sessions, including both a proactive and reactive component based on academic data and teacher observations. Wednesday Professional Development sessions may include, but are not limited to, differentiated workshops, article studies, diversity training, various grade level and content team meetings, group protocols, team building and more. Teachers will be empowered to select sessions that align with their coaching goals as they work towards mastery.
- **Data and Professional Development Days:** Data and Professional Development days are strategically placed throughout the school year after interim assessments and quarters to provide the time for staff to reflect on data and successes and action plan around areas of opportunity. As Bambrick-Santoyo notes, "Data-driven instruction succeeds only when it is truly teacher-owned, meaning teachers must personally analyze their own classes' data. Only when teachers feel that data-driven instruction in theirs will fundamental improvement begin." Our role at Global is to provide the time, space and access to data to ensure our teachers can analyze and action plan from their data.
- **School Visits and Outside Professional Development:** At Global we are learners. We believe one of the best learning experiences is to visit other schools to further inform and develop ourselves as educators. Each year that a teacher is at Global, we increase our investment in their outside professional development to include out of state school visits, education conferences, summer workshops and continuing education courses.
- **Book Clubs:** Traditional professional development sessions rarely provide teachers the time to talk professionally about texts, research or education articles. At Global, we will read and discuss books and articles, reflect on existing classroom practices, and modify practices on the basis of

what we have learned. Teachers will be able to self-select books and develop their leadership capacity as they facilitate these rich discussions with the entire staff.

- **Team Planning and Peer Observation:** Every day teachers will have the opportunity to engage in 90 minutes of collaborative grade level/content area planning time. We believe this unique scheduling structure will allow team members to support and push another in planning and assessments, sharing of best practices and team building. Additionally, we will create structures and systems for teachers to observe each other to learn best practices and provide feedback aligned to teacher's coaching goals.

4. Explain how the professional development program will be evaluated by the school to assess its effectiveness and success.

Global's professional development program will be assessed continually and through various data points. All staff will complete a quarterly staff survey assessing the quality, approaches and quantity of professional development. Student academic performance will also be analyzed to see the impact of specific professional development sessions. Facilitators of professional development will be observed and given feedback on their planning and execution.

Start-Up & Operations

1. Start-Up Plan. Provide, as Attachment 15, a detailed start-up plan. Please see Attachment 15.

2. Start-Up Staffing and Costs. Complete the Start-Up (Year 0) Budget and Staffing worksheets in the Budget and Staffing Workbook (be sure to complete all pages in the Budget and Staffing Workbook, and provide as Attachment 17). Please see Attachment 17.

3. Transportation. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u).

- **Daily Transportation:** School attendance is a key predictor of academic success. Global will not allow unreliable transportation to be a reason for poor attendance or academic performance. Accordingly, Global will create a transportation plan that provides reliable and consistent transportation for all of our students. The first step of the plan is to collect identification and location data for the students that will be riding the bus and upload the data to a computer program like *Route-a-Bus* or *School Bus Attendance* to determine the most ideal routes for the students. We are conservatively estimating having 2 bus routes for the 2016-2017 school year. We have contacted several bus companies that service Gary (First Student, Illinois Central, and Kickert School Bus Line), and have received estimates for 1 year of daily service.
- **Transportation for Field Trips and Athletic Events:** Global will charter additional busses or vans from our selected transportation company as needed for field trips and sporting events.
- **Regulatory Compliance:** By providing transportation to all students, Global's transportation plan complies with McKinney-Vento Homeless Assistance Act, in that homeless students and those in transition are provided transportation to and from school in an equal and consistent manner as all other students. Global will communicate with students in transition to ensure they have access to a proximate bus route. Global will comply with Individuals with Disabilities Education Act by ensuring that students with disabilities be transported with nondisabled students, unless inappropriate. We will never require a parent to provide regular transportation and will provide

transportation in accordance with student's CCC and specified in the student's IEP; and will comply with any additional provisions.

4. Safety and Security. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

Providing a safe and secure environment for students to learn is our first objective and the critically important foundation upon which Global is built. We build this foundation upon the bedrock of our strong and consistent culture that enables students to feel physically safe and emotionally secure. When Global staff is joyful and excited to begin the day, acts with a sense of purpose and engages as team members, they model the values that keep an environment physically and emotionally safe. As explained in section 2-5, our culture is integrated in every facet of teaching, operations and expectations. In this way, staff members provide security by tracking and following the procedures to hold students accountable for demonstrating these values.

Our facility will have the technology and systems to comply with all building, health and fire codes. Our facility and operations will reflect our cultural pillars of purpose and joy. Students will enter a bright, well lit and well maintained building that conveys respect and high expectations. We will establish reliable school routines that provide students a structure for modeling our behavioral expectations. School leadership will also do proactive unscheduled searches for dangerous or unsafe materials.

To secure the school against outside threats, Global will lock doors after the beginning of the school day. All exterior doors will be locked and only opened under staff supervision. All visitors must identify themselves over a telecom system before being allowed to enter the school. Upon entering, visitors will sign-in at the front office and wear identification badges. The school will employ multiple and redundant technologies and equipment to ensure the physical safety of students in the case of emergency. Global will install an intercom system to inform classrooms of emergency situations. This system will allow two-way communication to ensure teachers can inform administrators of classrooms situations. The administration will periodically test the emergency system to ensure all staff properly executes our safety protocols. Before opening doors in 2016-2017, Global staff will practice employing our detailed emergency plans for fire, medical, and lockdown situations.

5. Technology Specifications and Requirements. Not applicable.

6. Insurance Coverage. The applicant should provide, as Attachment 16, an estimate from an ICSB 2015 Charter School RFP: New Operators Page 24 insurance agent/broker for insurance coverage that aligns with ICSB insurance requirements. Please see Attachment 16.

Facility Plan:

1. If you are in the process of identifying a facility, describe the viable facility options that your team has identified.

Global is currently working with Powers and Sons Construction and IFF to locate a facility that will serve the students of Gary with a priority toward the Glen Park and Southeast neighborhoods of Gary. We have identified several facilities that will meet our immediate needs through year 2 and facilities that require that can fulfill our long term needs with renovations. Our leading facility candidates include former Gary Community Schools, former parochial schools, and community center space.

- ***Former Gary Community Schools: Ernie Pyle Elementary School; 2545 W. 19th Avenue and Vohr Elementary; 1900 W. 7th Avenue:*** Pursuant to IC § 20-26-7-1, both facilities have been listed as

unused facilities as of 2/7/12. These facilities will require significant though feasible renovations to bring the buildings up to code and functionality. The lower acquisition cost allows for sufficient revenue to cover renovation costs to ensure safety and ADA compliance in Year 1 and 2 and expansion in subsequent years. We will continue to monitor newly renovated school facilities that may become available.

- **Boys and Girls Club; 2700 W. 19th Avenue Gary, Indiana:** On a walkthrough of the building, this building can service our needs through year 3. The facility has received over a million dollars in renovations and includes a large gymnasium, the installation of windows in classrooms, new efficient heating and air conditioning units, as well as new paint, carpet and furniture. While there would be few renovations to prepare the building for year 1, the building would require significant to bring it fully to code for our long term needs.
- **First A.M.E. Church; 2045 East Massachusetts, Gary Indiana:** Upon a thorough walkthrough of the building, this building can service our needs through year 2, and would require moderate repairs including HVAC and drywall repair reflected in our budget under maintenance and repairs and equipment. The kitchen is fully operational with all equipment intact eliminating the need to purchase any major kitchen supplies.

In the event that Global purchases the building, counsel on our board will negotiate terms for the sale as well as any financing options with lenders and or construction companies. In the event that acquisition of the former Gary Community School building is unsuccessful, we will first explore the option of co-locating with and leasing classroom space from an under-enrolled public, parochial, or charter school. Alternatively, we would consider the purchase a vacant land located near the Boys and Girls Club and work with a modular building company to put together a plan and cost estimate.

We plan to build and expand as enrollment increases through the years to keep expenses low throughout the years we grow as a school. We are committed to finding a facility or property at a price that is affordable. Based on enrollment projections and space needs, we are looking for a space(s) on which we can grow from approximately 16000 sq. ft. in year 1 to ~112,000 sq. ft., at full size. The projected size will provide adequate space for our pre-kindergarten through 12th grade program as well as a gymnasium to host family meetings, student performances, large-scale community events, and athletic competitions. Additionally, the facility would meet the health/safety, and learning environment standards needed to meet Level 4 rating for *Paths to Quality*.

2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and the school district in which the building is located[...]or part of another type of facility. Not applicable.

Budget and Finance:

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and the required annual audit. Specify any administrative services expected to be contracted for the school. Describe the school's financial/internal controls.

Accounting: The school has adopted a fiscal year beginning July 1 and ending June 30. Financial software such as QuickBooks or a comparable web-based bookkeeping and accounting solution will be utilized to accurately process, record, summarize, and report transactions of Global. A chart of accounts will be maintained and accrual accounting will be applied. Monthly reports and internal financial statements will be submitted to the Treasurer for review and approval. Significant items will be communicated to the Board of Directors. The school's audited financial statements will be reviewed by the Treasurer and must

be approved by the Board of Directors. Approved and audited financial statements will be provided to the appropriate oversight entity.

Purchasing: The school will prepare an annual budget for the corresponding fiscal period which will be reviewed by the Treasurer and the Board of Directors. Budget will be managed and monitored to ensure fiscal responsibility of the school. As part of the annual budget process, Global will assess the needs of the school in terms of technology, teaching materials/supplies and capital projects/repairs, etc. All purchases will require a submittal of request form to the Executive Director for approval. Any purchases over \$7,500 will require the approval of the Treasurer and any purchases over \$15,000 require approval of the entire Board of Directors.

The Executive Director will have the responsibility for authorizing the procurement of goods and/or services, signing and issuing checks, and ensuring the accuracy of financial reports. The Director of Operations will process purchases (credit card, check, reimbursement) and invoices, record checks in the general ledger and in cash disbursement journals, perform month-end reconciliation procedures, conduct year-end reporting and prepare 1099 forms.

Payroll: Global will utilize a third party service provider to administer payroll and ensure that the school is making accurate and timely remittances of payroll taxes and pension contributions.

Annual Audit: Global will retain an independent certified public accounting firm to perform an annual audit, assist with preparation of financial statements in accordance with Generally Accepted Accounting Standards (GAAP) and perform required tax services (Form 990). As necessary, the firm will also perform compliance testing and assist with reporting to satisfy state and federal grant requirements, OMB A133 audit requirements and Charter School requirements. As part of the final deliverables of the audit, the certified public accounting firm is required to make specific communications to those charged with governance over the school which typically includes recommendations for management surrounding weaknesses in internal controls. Both the audited financial statements and the management comments letter will be reviewed by the Treasurer and Board of Directors. Comments deemed significant will be addressed immediately.

Internal Controls: Global has adopted specific internal control policies and procedures to ensure that the financial and operational integrity of the school is sound. Segregation of duties will exist surrounding accounting cycles deemed with the highest level of risk of misstatement due to errors or fraud. Timely and documented review will be performed by Director of Operations, Treasurer and Board of Directors. Additional controls will be addressed in the employee handbook. A Finance and Audit Committee has been proposed and will act as liaison between school management, the Board of Directors and the independent certified public accounting firm.

2. Provide, as Attachment 17, a detailed 5-Year Pro-Forma Budget for the school by completing the Budget and Staffing Workbook Template. NOTE: Please use the provided form included in this RFP. Please see Attachment 17.

3. Provide, as Attachment 18, a detailed budget narrative. Please see Attachment 18.

SECTION IV: INNOVATION

Foundations of Innovation

We know that great teaching has the most significant impact on student achievement. Finding and keeping high quality teacher talent is critical, as data shows that the chance of replacing top performing teachers with similar quality is 1 in 6 and drops to 1 in 11 in low-performing areas^{xii}. Too often in urban districts, including charter schools, the recruitment and training of teachers begins to feel like a revolving door, with many estimates showing that 50% of urban teachers leave within their first five years. Teachers who are considered less-effective are even more likely to leave in their first or second year of teaching. This not only negatively impacts student achievement, but adds to the school's cost of recruiting and training new teachers. The recruitment and selection, development and support, and retention is critical to reducing the achievement gap for poor and minority students^{xiii}. In Gary, this reality is exacerbated by residing in the shadows of education reform hubs like Chicago and Indianapolis, but proves just as urgent with a dwindling population and aging teacher base. Global will invest in teachers in significantly different ways, particularly on the ways we recruit and retain teachers.

Descriptions of Innovation

Teacher Residency: Currently new teachers entering the profession through traditional training programs are doing so with field experiences, including a student teaching placement lasting between 8 and 16 weeks, generally. However, many of these programs are training teachers to be generalists, with exposure to multiple schools and curricula for the variety of jobs teachers may consider. Global Leadership Academy will partner with Indiana University Northwest to design a residential teacher training program that educates its participants about Gary's history and community while specifically training them to use Global's curriculum and methods to achieve with their students. A national network of such programs, The Urban Teaching Residency United, has shown that a year-long residency training model results in an 87% 3-year retention rate and an 82% 5-year rate.

In partnering with the Urban Teaching Education Program (UTEP) at Indiana University Northwest, we can tap into both recent college graduates and career switchers who are interested in making a long term commitment to teaching. By training them in our school and offering employment incentives after program completion, we are able to tap into a pool of teachers with mutually beneficial employment opportunities. The employment opportunities that accompany a growing charter school also can be used as an advantage for IUN's UTEP program to attract students who may be considering other programs or are worried about the job market.

Additionally, we will build a preparation program that is tailored to Global Leadership Academy. We will work with IUN to design a program that is modeled after best practices from other residency programs around the country. This typically includes one day a week of classes in conjunction with four days of working in a classroom with a mentor teacher. Teaching assistants will be there from the first day of school to observe how routines, procedures and cultures get set. Residents would serve as teaching assistants who would gradually receive more responsibility from individual support, to small group, to classroom instruction. They will work with their mentor teacher in all aspects of teaching from planning to execution to reflection and feedback. The instructional leaders will also provide coaching and support to the teaching assistant residents, including evaluations from the school director. IUN's UTEP program will assume the responsibility of ensuring that residents complete their course work, including summer courses, and receive appropriate credentialing at program's end.

With successful design and implementation of this program we will improve our students' access to excellent teachers in the following ways:

- Mentor teachers feel their work becomes more sustainable with the addition of strong teaching assistants who gradually take on more responsibility, resulting in veteran teachers staying in the classroom and feeling that, while demanding, the work is feasible with shifting life demands.
- Mentor teachers are able to grow and develop in their practice and as leaders when they mentor their assistants. This provides access to career pathways that do not mean needing to leave the classroom completely.
- A steady pipeline of teaching talent for both teaching assistants and teacher vacancies is developed to ease recruitment strains on the school.
- Teaching assistants are prepared to assume a classroom of their own and use the systems, curriculum, and assessment tools proficiently as Global Leadership Academy teachers. By being better prepared for success, increasing tenure and reducing turnover.
- School directors and instructional leaders will be prepared to support new teacher growth and development since they have been a part of their coaching and development as assistant teachers.
- New teachers will feel a sense of community through their program and working with teachers who are also alumni of the same program.

High Quality Professional Development: While the idea of teacher development may not seem like an innovation, understanding it as a retention strategy is. At Global Leadership Academy we will provide a variety of approaches and extensive time to Professional Development to ensure our staff receives the individualized supports they need to be their best self and teacher for our students. Our principles to professional development will be rooted in the adult motivation theory studies of Daniel Pink captured in his book *Drive*^{xiv}. Our approaches are designed to appeal to the intrinsic motivators of adults: *Autonomy*, or the desire to be self-directed; *Mastery*, or the itch to keep improving at something that's important to us; and *Purpose*, the sense that what we do produces something transcendent or serves something meaningful beyond than ourselves.

At Global our commitment is to develop and grow our teachers in the summer and throughout the school year. Great teachers, like successful students, are not born—they are developed, coached, and supported. Teachers grow when they are given access to quality professional development and individualized coaching. We will empower our teachers to be leaders who individually and collectively influence themselves, their colleagues and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement.

According to the TNTP report, *The Irreplaceables*, top teachers who experience at least two of the strategies below are likely to stay twice as long as planned:

- Provided with regular, positive feedback
- Helped identify areas of development
- Given critical feedback about performance informally
- Recognized accomplishments publicly
- Informed that they are high-performing
- Identified opportunities or paths for teacher leader roles
- Put in charge of something important
- Provided access to additional resources for classroom

With our Wednesday Professional Development, regular coaching cycles with instructional leaders, daily team planning time and peer mentoring and observation systems, our teachers at Global will engage with all of these strategies on a regular basis.

Teacher Sustainability: A reality of many charter schools is that the staffs are young which can lead to higher turnover as career and life priorities shift. We will work to make this work sustainable. Just as we consider wrap around services for students and families, we need to be cognizant of the needs of teachers. We will use our block scheduling to provide more flexible schedules for teachers, create lottery preference for staff to send their children to Global, and provide childcare on-site as necessary. We will listen to our teachers needs and make their work happiness a priority.

Many of these proposals are high yield and low cost. In addition, by providing compensation for the teacher residency through a combination of tuition assistance and stipends, we are able to use a wider variety of funding sources, including Title II, to ease general funding demands.

ⁱ Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57–67, p. 63.

ⁱⁱ Au, K.H., & Kawakami, A. J. (1994). Cultural congruence in instruction. In E. R. Hollins, J. E. King, & W. C. Hayman (Eds.), *Teaching diverse populations: Formulating a knowledge base* (pp. 5-23). Albany: State University of New York Press.

ⁱⁱⁱ Henderson, Anne T., and Karen L. Mapp. *A New Wave off Evidence The Impact of School, Family, and Community Connections on Student Achievement*. Southwest Educational Development Laboratory, 2002. Web. 15 Mar. 2015.

^{iv} Doug Lemov. (2011). *Teach Like a Champion Field Guide*. Hoboken, NJ: Jossey-Bass.

^v Bambrick-Santoyo, P. (2010). *Driven by data: a practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.

^{vi} Marcotte, Dave E., and Benjamin Hansen. "Time for School? : Education Next." *Education Next : Education Next Is a Journal of Opinion and Research about Education Policy*. N.p., 2010. Web. 15 Mar. 2015.

^{vii} Entwisle, D., and Alexander, K. (1992). Summer setback: Race, poverty, school composition, and mathematics achievement in the first two years of school. *American Sociological Review*, 57, 72-84.

^{viii} Black, S. (2002). The well-rounded student: Extracurricular activities and academic performance go hand in hand. *American School Board Journal*, 189(6), 33–35.

^{ix} Durlak J., Weissberg R, Pachan M. (2010). A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents, *American Journal of Community Psychology*, 45, 294-309, DOI 10.1007/s10464-010-9300-6.

^x Bambrick-Santoyo, P. (2010). *Driven by data: a practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.

^{xi} *Shortchanged: The Hidden Costs of Lockstep Teacher Pay*. Rep. Brooklyn: TNTP, 2014.

^{xii} *The Irreplaceables. Understanding the Real Retention Crisis in America's Urban Schools*. Rep. Brooklyn: TNTP, 2012

^{xiii} Boyd, D., Grossman, P. L., Lankford, H., Loeb, S., & Wyckoff, J. (2007). Who leaves? Teacher attrition and student achievement.

^{xiv} Pink, D. H. (2009). *Drive: The surprising truth about what motivates us*. New York, NY: Riverhead Books.

Attachment 1: Founding Group Resumes

Christina Hart

chart78@gmail.com



2953 West Division Street #1, Chicago, IL 60622



202.489.1287

Experience

Atlantic Research Partners

Chicago, IL

Faculty Member

September 2014 - present

- Maintain a portfolio of four Chicago Public Schools in their work with the federally funded School Improvement Grants
- Support and coach teachers, teacher-leaders, and school administration in implementing changes to positively impact student achievement
- Plan and lead professional development as needed, particularly around EPAs and Common Core instruction and alignment

Lighthouse Academies

Gary, IN

Principal

June 2007- June 2014

- Achieved a graduation rate of 98% and a 100% college acceptance rate each year for two years in a row
- Consolidated campus of 225 students with two other campuses to serve over 700 students from 4 different communities in a Northwest Indiana regional high school
- Increased student achievement on state End of Course Assessments from 37% to 61% passing in English and 33% to 72% passing in Algebra
- Created a cohesive staff culture for over 50 staff members and established an 8 person leadership team to ensure highly effective operational, instructional, and behavioral support
- Managed a \$6.9M budget from multiple funding sources including state and federal funding, grants, and private fundraising
- Ensured that the school's first charter renewal process successfully resulted renewal
- Oversaw the school's growth from its third to tenth year of existence and founded the first high school in Lighthouse Academies, making the necessary program, budget, staff and curriculum decisions

KIPP: Ascend Charter School

Chicago, IL

Director of KIPP to College

July 2006-June 2007

- Achieved 100% acceptance into competitive college preparatory public, charter and private high schools for inaugural class of 8th graders
- Facilitated a scholarship and financial aid process that resulted in over \$1,000,000 for students to attend private day and boarding schools

KIPP: Chicago Youth Village Academy

Chicago, IL

Math and Science Teacher

July 2005-June 2006

- Increased average student achievement on the Stanford 10 in math from the 23rd to the 77th national percentile
- Outperformed school district with 86% meeting or exceeding Illinois state standards in math and 73% in science

KIPP DC: KEY Academy

Washington, D.C.

Science Teacher

July 2002-June 2005

- Managed over 300 students and 20 staff members as Saturday School Director
- Facilitated communication and decision making between administration and teachers as 5th and 8th grade-level chair
- Recognized by the board as Teacher of the Year after first year at the school

Sousa Middle School

Washington D.C.

Science Teacher

August 2000-June 2002

- Taught life and physical science to 7th and 8th graders as part of Teach For America, a nationwide service corps of outstanding recent college graduates who commit two years to teach in under-resourced public schools

Education, Awards and Recognition

The American University

Washington, DC

- M.A.T. Secondary Education

May 2005

The University of Illinois

Urbana, IL

- B.S. Electrical Engineering, minor in French Studies

May 2000

Awards and Recognition

KIPP School Summit

Kinder Award for Excellence in Teaching

July 2004

Katie Kirley

ktkirley@gmail.com

• 643 South Street, Munster, IN, 46321

• 312.720.7708

Objective

To lead a founding school in Gary, Indiana

Experience

Teach for America

Chicago, IL

Director, National School Leadership

August 2014- present

- Design and run programs for aspiring and current Teach for America alumni principals that serve to inspire people to lead, develop their school leadership skills, match them into leadership roles and retain and support them in those roles
- Strategically advise and build the skills our 50 regions and regional staff members to do similar work with their local alumni bases

Lighthouse College Prep Academy

Gary, IN

Assistant Principal

June 2013- June 2014

- Created, implemented and oversaw an instructional coaching framework rooted in the Danielson Framework and Daniel Pink's elements of motivation for forty teachers which resulted in English 10 ECA pass rate increasing from 44% to 76% and Algebra 1 ECA pass rate increasing from 45% to 66% in just one semester
- Recruited, hired, managed and developed a team of four Directors of Teacher Leadership to ensure highly effective instructional support through facilitation of Instructional Team Meetings, PowerWalks and intensive coaching professional development
- Designed 8th-12th grade College Readiness Standards curriculum blueprints and wrote sixty eight ACT/CRS interim assessments across all grade levels and content areas which resulted in 14 out of 17 content areas exceeding 1.5 years of growth from Diagnostic to Quarter 3 interim
- Organized administration of all assessments and tracked school wide data for ISTEP, Acuity, ECAs, EXPLORE, PLAN, ACT, AP Exams, CRS Interims, Achieve 3000, Accelerated Math, Khan Academy and Learning Station in order to create school wide professional development plans, student schedules and more

Gary Lighthouse College Prep Academy

Gary, IN

Director of Instruction

June 2011-June 2013

- Graduated 98% of the inaugural class of Lighthouse scholars, including a 100% college acceptance rate and 92% English 10 and Algebra 1 ECA Pass Rate
- Coached and supported a team of twenty teachers across all content areas in their planning, data analysis, classroom culture, instructional execution and technology
- Designed an ACT prep curriculum and school wide tri annual practice ACT administration which resulted in over 3.0 points of growth from fall to spring in all content areas for our junior class

Gary Lighthouse College Prep Academy

Gary, IN

Math and Science Teacher

July 2007-June 2011

- Taught 7th and 8th grade math and science, Algebra 1 and Algebra 2 as part of Teach for America, a nationwide service corps of outstanding recent college graduates who commit two years to teach in under resourced public schools
- Led all math classes to over 2.0 years of growth on NWEA assessment, earning the Lighthouse Academies Teaching Award for Highest Gains in Mathematics three years in a row
- Increased average student achievement on the ISTEP in math from 50% to 87% in first year of teaching and up to 95% by second year of teaching, significantly outperforming the district and state average
- Founded and coached middle schools girls basketball team, National Junior Honor Society and fundraised over \$50,000 for week long grade level trips

Education

Columbia University

New York, NY

- Masters of Educational Leadership, Concentration in School Building Leadership

June 2011-July 2013

Loyola University Chicago

Chicago, IL

- B.S. Psychology and Women's Studies

May 2007

*After losing athletic scholarship due to injury, paid for 100% of college tuition through academic scholarships and working full time

HILARY LEWIS

3654 West Wabansia Ave.
Chicago, IL 60647

lewis.hilary@gmail.com
(202) 270-9144

EDUCATION

- May 2001 **American University, Washington D.C.**
- Bachelor of Arts, International Relations
 - *Magna Cum Laude*, University Honors

PROFESSIONAL EXPERIENCE

- June 2013-
Present **Teach For America, Alumni School Leadership Team, Vice President**
- Created and launched three school leadership training programs
 - Consult with regional teams on school leadership strategy and landscape
 - Contribute organizational perspective on school leadership to national conferences and conversations
- September
2010-June
2013 **Teach For America, Alumni School Leadership Team, Managing Director & Director**
- Worked with Bain Consulting on engagement to research and redesign TFA's school leadership strategy
 - Designed learning and development opportunities for staff and alumni of TFA
- Jan. 2008-
June 2010 **West Gary Lighthouse Charter School, *Principal***
- *Administrative Activities:*
 - Managed K-8 charter school with 520 students: oversaw enrollment, student achievement, legal matters, school discipline
 - Evaluated, hired, and trained 57 educators and school personnel
 - Managed \$6 million budget
 - *Results*
 - Increased ISTEP math pass rate from 24% (Fall '06) to 60% (Spring '10)
 - Increased ISTEP ELA pass rate from 32% (Fall '06) to 53% (Spring '10)
 - Increased NWEA math growth from 62% (Spring '07) to 132% (Spring '10)
 - Increased NWEA ELA growth from 86% (Spring '07) to 116% (Spring '10)
 - One of 9 schools awarded by State Superintendent for strong academic growth in '09-'10 school year
 - Increased average daily attendance from 93% to 95.1%
- Nov. 2006-
Jan. 2008 **West Gary Lighthouse Charter School, *Director of Instruction***
- Coached 15 classroom teachers grades K-6 in instruction planning and teaching
 - Coordinated, administered and analyzed various standardized teaching assessments
 - Delivered and designed multiple professional development sessions
- Aug. 2006-
Nov. 2006 **West Gary Lighthouse Charter School *Second Grade Teacher***
- Founding 2nd grade teacher
- Aug. 2003-
May 2006 **Teach For America *Recruitment Director***
- Increased application rate by 23% and increased corps member matriculation by 47% at schools in portfolio
 - Managed team of 23 college students to execute recruitment strategies
- Summer 2006 **Teach For America Houston Summer Institute *School Director***
- Managed school of 60 corps members and 8 Teach For America staff members

- Evaluated staff member teaching instruction delivery to new teachers

Summer 2003
& 2005

Teach For America Houston Summer Institute *Corps Member Advisor*

- Observed and advised 15 incoming corps members
- Conducted daily curriculum sessions, weekly workshops, and pre-K / K learning teams

Aug. 2001-
May 2003

Teach For America *Langston Hughes Elementary School First Grade Teacher*

- Increased student reading levels from 85% below-level to 83% on or above-level
- Started cheerleading team

Rosemarie Joiner
425 North Lake Street - H205
Gary, IN 46403
Phone: (219) 455-3548

Qualifications

I have worked for Boys & Girls Clubs of Northwest Indiana over 20 years. Prior to my full time career with this agency I held several part time positions where I gained my experience working with youth. Throughout my career I have been working with youth, staff, and volunteers. I am qualified to develop, plan and implement programs, train staff and adult volunteers, recruit and retain youth members. I work effectively with advisory boards to support fundraising goals and objectives for board development. I have excellent communication skills that allows me to effectively communicate with community leaders, board members, etc. I have grant writing and financial management skills. I have the skill sets to restructure and enhance facility and program objectives for an organization through effective assessments to create a strategic plan for improvement.

Professional Experience

Club Director – Boys & Girls Clubs of Northwest Indiana, John Will Anderson Boys & Girls Club Site
(August 2013 to present) Full Time Position

- Oversee/Manager a full service club sites the daily operation (Responsibilities are the same at both sites)
- Oversee an after school site (Glen Park Academy Elementary School under JWA)
- Supervise 16 employees
- Manage a Board of Managers 12 members (Advisory Board)
- Manage the resource development ensure \$43,500.00 is raised yearly
- Manage yearly club budget
- Oversee grants – Implementation/budgets
- Identify and secure \$20,000.00 a year for program grants
- Identify and recruit adult volunteers
- Oversee Parent & Adult Volunteers
- Establish collaborations with other youth serving agencies
- Oversee the city's Little League Baseball Program (GYB)
- Oversee and manage the agency wide Sports, Fitness, & Recreation Programs
- Responsible for a safety facility, vehicles, etc.
- Oversee the yearly Capital Outlay Plan
- Responsible for the recruitment & retention of club members
- Staff Evaluations & Staff Development
- Coordinating staff meetings for full time employees
- Responsible for Program Presentations for funders, supporters, etc.
- Responsible for the club's Impact Assessment (Evaluation)

Senior Club Director – Boys & Girls Clubs of Northwest Indiana, John Will Anderson Boys & Girls Club Site
(March 2011 – January 2012) Full Time Position

- Manage club directors for 5 sites of Boys & Girls Clubs of Northwest Indiana (March 2011 – January 2012)
- Manage the John Will Anderson Boys & Girls Clubs site
- Manage compliance – procedures/policies
- Oversee/provide leadership for the goals & objectives for performance measures
- Identify and establish partnerships and collaborations
- Grant management
- Board of Managers responsibilities (oversee meetings, committee meetings and all associated events – JWA Club site)

Senior Club Director – Boys & Girls Clubs of Northwest Indiana, John Will Anderson Boys & Girls Club & East Chicago Katherine House Boys & Girls Club (May 2012 – July 2013) Full Time Position

- Manage club directors for 2 sites of Boys & Girls Clubs of Northwest Indiana
- Manage compliance – procedures/policies
- Oversee/provide leadership for the goals & objectives for performance measures
- Identify and establish partnerships and collaborations
- Grant management
- Board of Managers responsibilities (oversee meetings, committee meetings and all associated events (John Will Anderson Boys & Girls Club and the East Chicago Katherine House Boys & Girls Club)

Club Director – Boys & Girls Clubs of Northwest Indiana, John Will Anderson Boys & Girls Club Site (April 2008 to March 2011) Full Time Position

Club Director – Boys & Girls Clubs of Northwest Indiana, East Chicago Katherine House Boys & Girls Club Site (December 2001 to April 2008) Full Time Position

- Oversee/Manager a full service club sites the daily operation (Responsibilities are the same at both sites)
- Oversee an after school site (Glen Park Academy Elementary School under JWA)
- Supervise 16 employees
- Manage a Board of Managers 12 members (Advisory Board)
- Manage the resource development ensure \$49, 500.00 is raised yearly
- Manage yearly club budget
- Oversee grants – Implementation/budgets
- Identify and secure \$20,000.00 a year for program grants
- Identify and recruit adult volunteers
- Oversee Parent & Adult Volunteers
- Establish collaborations with other youth serving agencies
- Oversee the city's Little League Baseball Program (GYB)
- Oversee and manage the agency wide Sports, Fitness, & Recreation Programs
- Responsible for a safety facility, vehicles, etc.
- Oversee the yearly Capital Outlay Plan
- Responsible for the recruitment & retention of club members
- Staff Evaluations & Staff Development
- Coordinating staff meetings for full time employees
- Responsible for Program Presentations for funders, supporters, etc.
- Responsible for the club's Impact Assessment (Evaluation)

Program Director – Boys & Girls Clubs of Northwest Indiana, John Will Anderson Boys & Girls Club Site (January 1997 to December 2001) Full Time Position

- Supervise 10 to 12 program staff
- Develop and implement programs
- Oversee the National Programs (implementation)
- Responsible for staff development
- Establish and maintain collaborations with schools, churches, other youth serving agencies
- Retain membership goals and objectives
- Oversee grant funded budgets/program staff
- Maintain safety
- Support programs and supportive services

Teen Town Coordinator – Boys & Girls Clubs of Northwest Indiana, John Will Anderson Boys & Girls Club Site
(June 1996 to January 1997) Full Time Position

- Recruit 200 teens from various communities for teen programs
- Prepare and Implement teen programs at community centers
- Establish relationship with GHA to implement program
- Secure resources for programs & activities
- Bring teens together from the various communities to interact/participate in programs

Pre-Loader Line Supervisor United Postal Service (UPS) – UPS 15th Avenue, Hammond, Indiana
(January 1993 to May 1996) Part Time Position

- Supervise Pre-Loaders
- Complete daily paperwork for work station
- Complete damage package request

Education

Horace Mann High School 1978 – 1982
Indiana University Northwest 1996 – 1999
Indiana Wesleyan 2012

Military

United States Army October 1982 – 1985
71LMOS – Administrative Assistant 1982 - 2004
Fox 5 – Military Postal Clerk 2001 - 2004
United States Army Reserve 1985 - 2004

Organizations

COFFY – Communities & Organizations for Families/Youth

Member/Co-Committee Chair for Sports, Fitness, & Recreation Committee – May 2008 to September 2009
Chair Committee for Sports, Fitness, & Recreation Committee October 2009 to present

Christian Fellowship League – Sports Organization

Local Commissioner 2002 - 2007
Coach – Small Fry Division 2007 to 2010

Steel City Biddy Basketball Program

Consultant 2009 - present
Board Member 2010 – present
Coach 2009 – present

Awards

Youth Development Professional of the Year (B&GCA Award) 1999
Community Service Award 2002
Manager of the Year 2004 (B&GCNWI Award)
Executive Training for Management Professionals (B&GCNWI Award) 2004
National Service Award (B&GCA Award) 2005
Sisters of Substance Award 2006

East Chicago Women's Commission Award 2006
CFL – Coach of the Year 2007-2008
National Service Award (B&GCA Award 2009)
Advance Leadership Program (BGCA Award) October 2011
Leadership Northwest Indiana December 2011
Lighthouse Academies Shining Star Award May 2014
Influential Women of Northwest Indiana Nominee November 2014

References Available Upon Request

Katherine E. Pohlkamp, CPA

528 W Wellington Ave, Unit 201 • Chicago, Illinois 60657
(612) 202-7074 • kpohlkamp@gmail.com

SUMMARY

CPA with many years of experience in the public accounting sector delivering quality client service in a variety of industries including construction, commercial real estate, manufacturing, distributing, service and non-profit. Looking to further develop my professional career by actively participating on the Board of Directors of Global Leadership Academy.

ACCOUNTING EXPERIENCE

Plante Moran, PLLP, Chicago, IL

Audit In-Charge

July 2012 – Current

Experience Directly Related to Not For Profit Schools -

- Perform testing over
 - the existence and valuation of Pledge and Grant receivables
 - the existence, valuation, presentation and disclosure of Investments
 - the reasonableness of Endowment balances as to ensure that expenditure and investment income are properly allocated
- Ensure that Net Assets are properly classified as unrestricted, board designated, temporarily restricted and permanently restricted and that contributions and releases are accounted for correctly and in accordance with donor intent
- Experience testing
 - Contribution revenue
 - Exchange revenue
 - In-kind contributions
 - Functional expense allocation
- Understand Charter School compliance testing – in accordance with Chicago Public Schools Office of Innovation and Incubation
- Draft financial statements and compliance reporting

Client Exposure - Learn Charter School, Providence Englewood Charter School, Providence Englewood Foundation, Ancona School and Latin School of Chicago, High Jump

General Audit Experience -

- Plan engagements by assessing risk and materiality
- Effectively tailor work procedures, as necessary
- Lead and conduct audits and reviews of financial statements for both public and non-public clients
- Analyze internal controls to assess the effectiveness and provide suggestions for improvement
- Identifies the need for and seeks guidance to assist in resolution of technical issues
- Prepare financial statements and footnotes in accordance with Generally Accepted Accounting Principles
- Prepare and adhere to engagement budget
- Manages client relations and expectations

- Ability to supervise and mentor staff

Blackman Kallick, LLP, Chicago, IL

Audit Staff II

October 2010 – Merged with Plane Moran July 2012

Boulay, Heutmaker, Zibell & Co. P.L.L.P., Eden Prairie, MN

Audit Senior Associate

September 2007 – September 2010

QUALIFICATION HIGHLIGHTS

- Computer proficiency skills with Caseware, Microsoft Office, IDEA, BNA Fixed Assets
- Technical research skills using RIA Checkpoint and Comperio
- Strong analytical, multi-tasking and decision making skills
- Detail oriented

CERTIFICATION:

Licensed Certified Public Accountant – State of Minnesota and State of Illinois

EDUCATION & ACTIVITIES:

Winona State University, Winona, MN

Bachelor of Science Degree in Accounting May 2007

- Minor in Management Information Systems
- Minor in Operations Management
- Honors: Cum Laude
- Member of the American Institute of Certified Public Accountants
- Member of Illinois Society of Certified Public Accountants
- Member of Minnesota Society of Certified Public Accountants
- Participates in Young Professional Group events

DAVID FISCHER

253 E Delaware Place, 5A ▪ Chicago, Illinois 60611

773-633-6906| David.M.Fischer@gmail.com

EDUCATION

- 2011-2013 **KELLOGG SCHOOL OF MANAGEMENT** Evanston, IL
Master of Business Administration
- Dean's Distinguished Service Award; H. Edsall Olson Scholarship; Beta Gamma Sigma Honors
 - 1st Place, Regional Venture Capital Investment Competition
 - 1st Place, Kellogg Business Design Competition
- 2005-2009 **DOMINICAN UNIVERSITY** River Forest, IL
MASTER OF ARTS, EDUCATION
- 2001-2005 **UNIVERSITY OF COLORADO- BOULDER** Boulder, CO
BACHELOR OF ARTS, PHILOSOPHY; GRADUATED WITH DISTINCTION
- Teaching Assistant: Physics II for Engineers- Electricity, Magnetism and Optics
 - Co-Founder: Science, Technology, Engineering and Math Teacher Practicum Program

EXPERIENCE

- 2013-Present **BAIN & COMPANY** Chicago, IL
Consultant
- Working within the private equity group to complete diligence on potential acquisition targets; work has included financial modeling, primary research and data analysis to determine attractiveness of opportunities
 - Designed and implemented a streamlined operating model for a \$10B gold company, including the strategy around corporate v. satellite operations, organizational structure, and work prioritization
 - Created a framework for compensation at a major public school district, including variable compensation methods to retain high quality educators and place the district's best teachers into the highest-need schools
 - Defined strategy for R&D transformation, footprint optimization and competitive position at an \$18B pharmaceutical company
- 2008-2011 **NOBLE STREET COLLEGE PREP** Chicago, IL
Science Department Chair and Physics Teacher
- Ranked the highest-performing physics teacher in the network as measured by student test scores
 - Led a 4-person curriculum transformation team that developed and implemented a physics curriculum that resulted in a 76% increase in student performance on the ACT science standards
 - Served as academic counselor and mentor to 13 students over 4 years; leading them to an average ACT score 18 percentile points higher than school average and over \$1.2 M in college scholarships offered
- 2009 **TEACH FOR AMERICA SUMMER INSTITUTE** Chicago, IL
Teach For America's first summer institute in Chicago founded 9 summer schools in 2009
School Director, Harlan Community Academy High School
- Trained and led a team of 9 Teach For America staff and 14 faculty advisors to execute the summer program at Harlan that offered academic credit to over 200 students and trained 78 new teachers
 - Created the strategic plan for Harlan, including the logistical, cultural, and instructional frameworks for the school, resulting in 92% of our "corps members" being rated proficient on key teaching metrics
- 2005-2007 **TEACH FOR AMERICA, PLACED AT JAMES MONROE ELEMENTARY** Chicago, IL
6th Grade Teacher
- Finalist for the national Sue Lehmann Award and the citywide DRIVE award for excellence in teaching
 - Led students to grow an annual average of 2.3 grade levels in reading and to master an average of 82.8% of Illinois 6th grade math standards as measured by comprehensive standards-based assessments

ADDITIONAL INFORMATION

- 2013 Summer Program Fellow, Chicago Public Education Fund

- 2012 Summer Principal, The Parthenon Group
- Leader of Kellogg Admissions Committee, Charity Auction Ball Committee, KWEST Costa Rica, Ski & Snowboard Club & Golf Club, 2011-2013
- Interests: Skiing, bicycle building, tennis, golf, reading and live music

Education

Master of Special Education
George Mason University, Virginia

Bachelor of Arts, Psychology
Purdue University, Indiana

Awards and Ratings

Effective Educator—DCPS IMPACT

B.A. Degree awarded with Highest Distinction

Behavioral Sciences Outstanding Student

Ronald E. McNair Scholar of the Year

Psi Chi Academic Honor Society

Volunteer Experience

TFA Collective Alumni Board
2013-Present

First AME Church Christian Education Board
2012-Present

Community Organizer—CDOP
2007-2009

Experience

Manager of Education Leadership, Teach For America-Chicago
September 2012-Present

- Implementing 8 month early service professional development pilot for TFA alumni
- Secured \$10,000 in funding from KERN Foundation to execute Alumni Teacher Professional Development Pilot.
- Built key relationships with mission similar organizations and school partners to execute teacher training pilot in Chicago.
- Designed comprehensive professional development pilot for early service educators, focusing on pedagogy, community engagement, and policy/advocacy/organizing.
- Successfully co-managed the recruitment and placement of 100 alumni teachers in greater Chicago.
- Led *Teach Beyond 2* campaign, which resulted in average of 62% retention rate of 2nd year Corps Members in Chicago classrooms over two years.

Special Education Teacher, District of Columbia Public Schools
July 2009-July 2012

- Rated as an *Effective Teacher* annually, in accordance with DCPS' IMPACT Teacher Evaluation System
- Designed and managed the Individualized Education Programs of 28 high school students over a three year period
- Collaborated with students' stakeholders to ensure appropriate course programs, and services in the inclusion classroom.
- Conducted triennial educational evaluations to assure designation of appropriate special education services.
- Developed an efficient system for the collection and dissemination of classroom data to special education teachers/case managers
- Designed the curriculum for a hybrid Transition and Computer Skills Course
- Developed a working relationship with the Metropolitan Washington Airports Authority to help students obtain summer internships

World History Teacher, TFA Summer Institute-LA
Summer 2009

- Developed and implemented a five week curriculum for struggling high school students in a mixed abilities classroom.
- Collaborated with a team of veteran and new teachers to reach student achievement goal of 80% mastery on California State World History Standards.

National Testing Coordinator, Purdue
August 2008-June 2009

- Planned and executed professional development for employees in the Center for Student Achievement
- Coordinated the testing proctors and administrators for the SAT, ACT, and Praxis
- Delivered accommodations for exceptional students on the American Council on Exercise Certification Exam

Supplemental Instructor, Purdue
August 2007-June 2009

- Modified the course content for struggling nursing and behavioral sciences students.
- Produced an 88% course pass rate for assigned section for two years

DAN HAUSMAN

445 East Ohio Street, Apartment # 4010, Chicago, IL 60611
Dan.Hausman@virginia.edu, (703) 975-7556

BAR ADMISSION

Illinois, 2012

EDUCATION

University of Virginia School of Law, Charlottesville, VA

Juris Doctor, May 2012

- *Virginia Law and Business Review*, Editorial Board
- Lile Moot Court Competition
- Child Advocacy Clinic
- Powell Fellow (public interest fellowship awarded to one student per class)

James Madison University, Harrisonburg, VA

Master of Arts in Teaching, Secondary Education, May 2006

Bachelor of Science, Interdisciplinary Social Sciences, May 2005

EXPERIENCE

Cascino Vaughan Law Offices, Chicago, IL

Attorney, February 2015 – Present

- Engaged in Plaintiff side toxic tort litigation
- Drafted memoranda, briefs, motions, responses, and replies for state and federal litigation

AIDS Legal Council of Chicago and Health & Disability Advocates, Chicago Medical-Legal Partnership for Children, Chicago, IL

Attorney, Powell Fellow, July 2012 – July 2014, *Summer Intern*, May 2011 – August 2011

- Researched and wrote complaints and briefs, gathered and evaluated evidence, and developed litigation strategy for state and federal administrative hearings and state trial court proceedings
- Drafted and presented motions, proposed orders, and proposed subpoenas in state trial court
- Negotiated with opposing counsel to craft agreements and monitor compliance with remedies
- Completed the National Institute for Trial Advocacy Training and the Chicago Bar Foundation Deposition Skills Training Program
- Presented legal research to senior attorneys and public interest organizations regarding case law, regulatory compliance, and the potential impact of proposed regulations and agency procedures
- Provided legal advice to clients concerning issues such as housing, special education, Medicare, Medicaid, Social Security, family law, and guardianship

Chicago Public Schools, Chicago, IL

Pro Bono Project Intern, January 2011

- Researched case law, federal and state statutes, and regulations and drafted memoranda for senior attorneys regarding labor and employment issues
- Composed dismissal charges of a school employee based on review of applicable law and facts

Brustein & Manasevit, Washington, DC

Summer Law Intern, June 2010 – August 2010

- Researched and analyzed statutes, administrative regulations, and case law to advise clients on compliance with federal laws and regulations
- Drafted memoranda and newsletters examining legal and policy issues

Fairfax County Public Schools, Chantilly, VA

Teacher, Chantilly High School, August 2006 – June 2009

Quiana Davis

3870 Polk St. ♦ Gary, IN 46408

Phone (317) 370 - 3906 ♦ Email: qpgraham@hotmail.com

NON-PROFIT MANAGEMENT

Human Services ♦

Relationship Management ♦

Meeting & Event Management

Experienced executive with stellar business acumen. Demonstrated leader with experience in all aspects of program and event planning. From conception to execution to evaluation, experienced to establish community based programs and services based upon statistics as well as evident need. Excel in dynamic, demanding environments while remaining level-headed and focused.

Core Competencies

Critical Evaluation

Computer Proficient

Change Capacity

Public Speaking

Time Management

Youth Development

Written Communication

Fiscal Management

Strategic Navigation

PROFESSIONAL EXPERIENCE

Sept 13 – Present

Outreach Specialist, Anthem BCBS State Sponsored Business

Utilized interpersonal and communication skills to conduct presentations and meetings to inform the community and organizational representatives of the guidelines and application process for the State Sponsored Medicaid Programs, Hoosier Healthwise and Healthy Indiana Plan. Tasked with expanding the current network of community based partners to (1) Promote health and wellness within the plan's membership; (2) Identify and understand the potentially eligible population; (3) Increase public awareness of the programs; (4) Increase understanding of eligibility for the program. Met or exceeded established expectations regarding the following tasks:

- Membership acquisition and retention
- Advocate for member health and condition improvement
- Negotiate partnership and sponsorship opportunities
- Coordinate and participate in community events and fairs
- Provide product benefit presentations to members, organizations and providers
- Convened community leaders around public health issues

March 08 – May 12

Youth & Family Programs Director, Indiana Black Expo, Inc.

Responsible for \$1.2 Million Budget while managing nine year round programs/events. Planned and implemented departmental strategic plan through complete program assessment. Increase capacity for organization's cornerstone program, Youth Video Institute, to include Indiana Housing Agency residents. Execute day long, three-pronged event for crowd of 6,000 youth. Manage a staff of seven regular employees plus nine interns. Solicit and maintain sponsor relationships for organization.

- Highly focused on high expenditure element (hotel, transportation, etc.)
- Manage budget for each event, ensuring cost effectiveness
- Scout event locations
- Negotiate & develop contracts with vendors
- Draft initial copy for written materials for Marketing
- Develop event deadlines & recommend course of action & contingency plans
- Plan & execute regular production schedules with all involved
- Evaluate & analyze results from each event
- Work with finance staff to reconcile account(s)
- Perform other related duties in support of other projects

Jan 05 – March 08 Youth & Family Programs Coordinator, Indiana Black Expo, Inc.

Helped initiate several inaugural IBE programs and events, including "State of Our Black Youth" Report, Prostate Cancer Mobile Unit, Girls Empowerment Conference, and Indiana Scholar Fair. Planned and implemented activities and events for up to 3,000 children. Improved existing youth programming and aligned services, opportunities, and supports.

- Outline Requests For Proposals as required
- Develop & maintain a detailed production schedule for each event outlining all responsibilities of parties involved, activities & deadlines
- Manage event staff and volunteers to ensure activities & deadlines are met
- Manage logistical needs of events, including catering & audio/visual needs, room décor, parking, etc.
- Accountable for sponsor activation; manage sponsor fulfillment (logistics, shipping of materials, conference calls, sponsor onsite maintenance, etc)

Jan 03 – Jan 05 Youth & Family Programs Administrative Assistant, Indiana Black Expo, Inc.

Provided administrative services under a staff of three, including the Vice President of Youth & Family Programs. Responsible for financial record keeping and inventory, maintained internal and external communications, prepared committee meeting materials and minutes, as well as program implementation.

EDUCATION & CERTIFICATES

Bachelor of General Studies

Minor: Sociology

Indiana University Purdue University Indianapolis

Non-Profit Management Certificate

Indiana University Purdue University Indianapolis

Advancing Youth Development

Youth Worker Academy

DISTINCTIONS AND COMMUNITY INVOLVEMENT

- Outstanding Outreach Specialist 2014 – Engaging Solutions (Exceeded goals by 150%)
- Board Member – The Salvation Army Gary/Merrillville Corps
- Volunteer Basketball Coach – 2012-2014 Regional Elite AAU 2nd Grade Girls Team & 2012-2013 21st Century Charter Academy
- Dean's List Fall 2012 & Spring 2013 – Indiana University Northwest
- Committee Member – 2012-2013 Komen Breast Cancer Survivor Luncheon
- Board Member – 2010-2012 Youth As Resources, United Way of Hendricks County
- Director – 2009-2012 Andrew J. Brown Academy Charter School
- Participant – 2010 Women's Fund OPTIONS Program & 2009 Urban Renewal Executive Journey Fellowship
- Workshop Presenter – 2009 Indiana Commission for the Commission of African-American Males
- Leader – 2008-2012 Youth & Children's Bible Study at St. John's Missionary Baptist Church
- Teacher – 2001-2008 St. John's Missionary Baptist Church Sunday School

Michael Hines

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Chicago, IL 60613
Phone: (815) 275-7834
Email: mhines2@luc.edu

Education

Loyola University Chicago

Ph.D. Candidate: Cultural and Education Policy Studies
G.P.A.: 4.0

August 2013-Present

Loyola University Chicago

Major: Cultural and Education Policy Studies, M.A.
G.P.A.: 4.0

August 2011-May 2013

Washington University in Saint Louis

Major: History, B.A.
G.P.A.: 3.72

August 2003-May 2007

Honors / Awards

Graduate

- Graduated with College Honors from The School of Education, Loyola University Chicago, 2013
- Awarded honors from the School of Education, Loyola University Chicago, for the M.A. thesis "Ornamental to Society and Glorious to Our Race: Freedom's Journal and African American Education in Antebellum New York" as part of a panel entitled "Antebellum U.S. Education"

Undergraduate

- Graduated with College Honors from the College of Arts and Sciences, Washington University in Saint Louis
- Selected for OPUS (Oxford Program for Undergraduate Studies)
- Awarded the selective John B. Ervin Scholarship

Work Experience

Education Pioneers

Curriculum Writer

Brought onboard as a freelance curriculum writer by Education Pioneers, in order to rework curriculum for professional development offered to their graduate school and analyst fellows. Specific sessions included History of American Education, and The Opportunity Gap. Designed each session and created detailed objectives and lesson plans, extensive materials, and supplementary readings. Both sessions are now in use by Education Pioneers staff nationally within 18 different EP cohorts.

May 2014-August 2014

Loyola University Chicago School of Education*January 2013-May 2014**Instructor*

Taught History of American Education in Loyola University Chicago's School of Education. The course is a survey of American educational history which traces the ideological and social origins of current education policy while foregrounding issues of race, class, gender, and power in-keeping with Loyola's social justice framework.

Responsibilities include creating the course syllabus and assigning materials, lesson planning, teaching, and grading, as well as holding office hours and counseling individual students.

The Chicago Center Program*January 2012-Present**Instructor*

Currently teaching the a seminar course entitled The Chicago Experience for international students through the Chicago Center Program housed in Loyola's Office of International Programs (OIP). The Chicago Center Program offers students from partner universities in Korea, China, Pakistan, and Brazil the opportunity to study in the U.S. at Loyola for a semester or full year, taking advantage of the resources of both the university and the city of Chicago to engage in deep and authentic learning experiences. The seminar course uses the city of Chicago as a lens through which students explore a number of contemporary American issues including race, education, politics, and environment. Students also strengthen their writing, speaking, and presentation skills through interactive assignments both in groups and as individuals. Responsibilities include teaching, planning, choosing and assigning course materials, as well as scheduling guest speakers and leading outings to cultural landmarks throughout the city.

Education Pioneers*June 2012-September 2012**Graduate Fellow*

Chosen to participate in Education Pioneers, a selective program which recruits talented individuals from law, policy, consulting, and education backgrounds, and places them in high impact positions within education organizations for a 10 week summer fellowship. As an Ed-Pioneers fellow I worked with Teach for America in their Chicago Regional Office, where I led a project to gather data on alumni principals, interviewing, transcribing, and coding their answers to a series of questions about school leadership and their own development. This information was used by TFA to inform their planning of a professional pipelines from classroom to administration for recent corps members.

Friendship Public Charter Schools: Curriculum Workshop*June 2010-August 2010**Washington D.C.**Curriculum Writer*

Designed curriculum for 7th grade Humanities using Understanding by Design (UBD) framework. Worked to create curriculum maps, unit plans, performance tasks, and formal as well as informal assessments. This curriculum will serve as a model for emerging integrated Humanities programs throughout the Friendship Public Charter Schools network.

Friendship Public Charter Schools: Friendship Technology Preparatory Academy*June 2009-June 2011**Washington D.C.**6th / 7th Grade Humanities Teacher*

Served as one of the founding staff members for Friendship Public Charter Schools' Technology Preparatory Academy. I was one of three 6th and 7th grade Humanities teachers, responsible for collaboratively planning with both interdisciplinary grade level team and ELA department to ensure that course content reflects FPCS learning standards and goals. Also, responsible for analyzing data to measure student progress towards established goals and working with students, parents and other stakeholders to develop and implement strategies for improvement.

Bladensburg High School*August 2007- June 2009**Bladensburg, MD**9th Grade English Teacher*

As a Teach for America corps member, served as a 9th grade English instructor with Prince George's County Public Schools. Responsible for classroom teaching, tutoring, conferencing with parents and community members, and planning collaboratively with both administration and grade level co-teachers in order to ensure the successful implementation of the Prince George's County Public School Curriculum.

Conferences and Professional Presentations:

History of Education Society 54th Annual Meeting

November 6 – November 9, 2014

Panelist

Presented the paper “The Do Not Know How to Play: Reformers Expectations and Children’s Realities on the Playgrounds of the Progressive Era” as part of a panel entitled “Playgrounds and Lunchtime: New Perspectives on the History of the Playground Movement and School Lunch.”

History of Education Society 53rd Annual Meeting

October 31 –November 3, 2013

Panelist

Presented the paper “Ornamental to Society and Glorious to Our Race: Freedom’s Journal and African American Education in Antebellum New York” as part of a panel entitled “Antebellum U.S. Education.”

Service and Mentorship

LINK Unlimited Scholars

August 2014-Present

Mentor

Mentoring a high school freshman through LINK Unlimited Scholars, a nonprofit organization that provides educational college preparatory opportunities for economically disadvantaged African American high school youth by integrating mentoring relationships, college readiness and leadership development. Mentor responsibilities include trainings, contacting mentees and providing opportunities for outings and activities, as well as providing academic support and building a strong relationship.

AVID Chicago

September 2011-January 2012

Tutor

Worked with AVID (Advancement Via Individual Determination), a program dedicated to closing the achievement gap through college and career readiness, at Mather High School. Responsibilities included: facilitating small group tutorials based on AVID’s WICR model (writing, inquiry, collaboration, and reading), maintaining contact and building relationships with students, their teachers, and families to create a network of stakeholders in student learning.

Chess Challenge in Washington D.C.

September 2010-June 2011

Coach / Site Coordinator

Served as a coach for Chess Challenge in D.C., a non-profit program active in over 20 D.C. schools that uses chess as a vehicle to increase student academic achievement. Responsibilities include: maintaining contact between the program and school, recruiting students, coaching duties, implementing the program’s literacy-based curriculum to improve reading, writing, speaking, critical thinking and listening skills, and maintaining sourcebooks and other materials to document student growth through the program.

Odis Gene Richardson

1980 Roosevelt Street
Gary, Indiana 46404
(773)469-5551 orichteacher@comcast.net

EDUCATION:

Indiana University Northwest	2007	Exceptional Children
Indiana Wesleyan	2006	Technology in the Classroom
Purdue University Calumet	2004	Oral History for Teachers
Northwestern University	1987	English/ Writing/ Communication
Chicago State University	1971	Special Education
University of Tampa	1965	Health Education/Psychology

EMPLOYMENT EXPERIENCE:

Gary Community School Corporation

Roosevelt High School/ Westside High School English Teacher/ Language Arts

Duties: Served as a certified high school English teacher. Taught both regular and special needs students skills for English, Writing, and Communications. Sponsored various language arts clubs and activities to promote academic and social achievement for my students.

Chicago Public Schools

DuSable High School 1992-2000 Assistant Administrator/Counselor

Duties: Served as assistant to the principal, provided support as a Resource Director, grant and proposal writer, and secured grants to enhance teacher and students programs and achievement

Chicago Public Schools 1967-1992 Teacher

United States Air Force 1960-1964 Base Records Officer/ Administration

Duties: Served as an Airman in the United States Air Force. Provided administrative leadership and assistance for maintenance and storage of all military records. Distributed and archived records as needed.

Experience travel in England, Spain, Germany, Portugal, Azores Island, and Africa as an Airman. I received numerous honors as Marksmen, Security Details, Map Reading and Leadership.

Boy Scouts of America 1964-1965 Boy Scout Executive

Duties: Provided services as the Administrative Director for all Boy Scouting programs in Hillsborough County, Florida. Duties included recruitment, leader training, adult support, camping recruitment and program development.

Self-employed Writer Free-lance Writer/ Consultant

Provide creative professional and technical original writing projects for a wide range of audiences as contracted. Writings include children's stories, essays, promotions, proposals, resumes, lesson

plans, scripts, letters, and other specialized projects. Provide editorial services for young writers and poets.

PROFESSIONAL & CIVIC ASSOCIATIONS:

Northwest Indiana African-American School Administrators (NIAASA)	Member
Phi Delta Kappa (Honorary Education Society)	Northwestern University
Illinois Speech and Theater Association (ISATA)	Debate Commission
Education Hotline Channel 26 TV	Founder
Phi Beta Sigma Fraternity, Inc.	Member/ Scholarship
Academy of Educators/ Golden Apple Foundation	Fellow
Chicago Teacher Union Quest Center	Presenter
Gary Staff Development Center/ Gary Community Schools	Presenter
Saint John M.B. Church, Gary, Indiana	Edification Ministry
American Federation of Teachers (AFT)	Presenter
National Association for the Advancement of Colored People (NAACP)	Member

SPECIALIZED SKILLS:

Computer Literacy/PC Macintosh/ Windows/ Word Processing/ Desk Top Publishing/ Power Point/ Certified Indiana Mentor Teacher/ Staff Development Planning/ Creative Writing/ Grant Writing/ Excellent Communication & Debate Skills/ Excellent Team Work and Oral Communication

References Available upon Request

ERICA M. THOMPSON

EDUCATION

Northwestern University, Chicago, IL **GPA: 4.0** *2013-2014*

Degree: Certificate in Museum Studies/Nonprofit Management

Washington University, St. Louis, MO *2007-2008*

Degree: M.A., Teaching, English Literature **GPA: 3.92**

Honors: Dean's List, ETS Recognition of Excellence for top 15% score on PRAXIS

Washington University, St. Louis, MO *2003-2007*

Degree: B.A., English Literature Minor: Linguistics **GPA: 3.67**

Honors: John B. Ervin Scholar, National Achievement Scholar, Ralph Bunche Scholar, Hoopes Undergraduate Research Award, Arts & Sciences College Honors, Dean's List

Teaching certificates: 6-12th grade English Language and Literature (IL, MO, and VA)

EXPERIENCE

LINK Unlimited Scholars *July 2014-present*

Program Manager

Design, manage, and implement programming for freshman and sophomore scholars

Serve as academic counselor to case load of 150 scholars

Assist with college persistence programming to meet organizational goals

Chicago International Charter Schools, Northtown Academy, Chicago, IL *August 2013-July 2014*

9th and 10th grade Writing Teacher

Wrote curriculum and teach writing courses for five classes of freshmen and sophomores

Planned and taught with co-teacher to develop accommodations for students with IEPs

Voted "Teacher of the Month" by peers and administration in December 2013

Groupon, Chicago, IL *May 2012-August 2013*

Deal Qualifier, Editorial Department

Chosen for specialized Rewards team and for "Dream Team" to vet Top Merchants in August 2012

Researched deal content and structure for offers in national and Canadian markets

Prepared sales records for writers and assist City Planners with deal schedules

American Geophysical Union, Washington, D.C. *August 2011-May 2012*

Proofreader

Copy edited and proofread first and final round articles, including XML, HTML, and PDF formats

Flagged and corrected errors involving format, images, math, organization, and Chicago style

Proofread book chapters and tables of contents, overseeing final stage of publishing

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George Washington Middle School, Alexandria, VA

February 2010-August 2011

Language Arts Teacher; Curriculum Revision Team Writer for 6th grade curriculum

Achieved an 87% pass rate for the year-end SOL test

Developed curriculum for 6th grade Language Arts courses

Served as a collaborating model teacher for school-wide professional development

Guided community service projects as teacher sponsor for the National Junior Honor Society

The Harpeth Hall School, Nashville, TN

August 2008-January 2010

Language Arts Teacher; 8th Grade Team Leader, Fall 2010

Created and implemented new curriculum for 7th and 8th grade Language Arts courses

Served as 8th grade team leader to coordinate team activities and resolve conflicts

Worked as a team leader for the Core Diversity Team to develop school-wide goals and equity initiatives

VOLUNTEER EXPERIENCES AND ACTIVITIES

Tutoring: Strategic Tutoring, Each One Teach One, ACCEL, In It 2 Win, Little Lights Urban Ministries

Education and Activism: Task Force on African American Student Recruitment, Arts & Sciences representative to Undergraduate Council, Kappa Delta Pi Education Honorary Society Vice President, Social Justice Center, Lock & Chain Sophomore Honorary Society, Planned Parenthood volunteer, Lakeview Food Pantry volunteer

Student Services: National Junior Honor Society sponsor, Assistant track coach, Yearbook advisor, African American girls' affinity group leader

Robert Hart

Mobile Phone: 773-853-4473

Address: 1132 N. Francisco Ave. Chicago IL 60622

E-mail: rphart1@gmail.com

EDUCATION & HONORS

Loyola University Chicago School of Law

Chicago, Illinois 2008 – 2011

Tax Law Certificate Distinction, Deans List

Admitted to the Illinois Bar on November 10, 2011

The University of Illinois

Urbana-Champaign, Illinois 2001 – 2005

Bachelor of Arts, Majors in Economics and Philosophy

President of Illinois Student Union Board

EXPERIENCE

Traid NFP

Chicago, Illinois 2009- Present

Co-Founder/ Director of Operations

- Co-founded social venture that expands the accessibility of technology and e-commerce to secondary school and universities in Burkina Faso West Africa
- Negotiated all contracts and managed supply chain logistics for procurement and distribution
- Maintained and analyzed all operational systems for start-up organization to ensure regulatory compliance
- Managed vendor selection, account creation, purchase orders, material requisitioning, and inventory systems
- Developed supply ordering system that improved timeliness of orders by 30%

City of Chicago, Department of Business Affairs and Consumer Protection

Chicago, Illinois: 2011 - 2013

Attorney/ Counsel for Consumer Protection Enforcement Division

- Provided legal, policy, and strategic counsel for senior management and commissioners
- Coordinated investigations including the day-to-day implementation of special enforcement project protocol
- Helped create and implement new triage strategy and metrics for tracking for consumer complaints
- Negotiated settlements and prosecuted contested hearings before Administrative Law Judges
- Coordinated inter-agency efforts in the successful prosecution of over 40 deceptive immigration service providers
- Designed and managed the enforcement strategy resulting in the successful prosecution of 90 deceptive tax preparers
- Conducted research and drafted reports concerning the revision of ordinances in the Chicago Municipal Code

Loyola Business Law Clinic

Chicago, Illinois: 2010 - 2011

Clinician

- Counseled 20 clients on business law issues including entity formation, obtaining 501(c)(3) status, and liabilities
- Drafted bylaws, lease agreements, employment contracts, and terms and conditions for clients' websites
- Prepared State and Federal applications for Not-For-Profit Organizations and Minority Owned Businesses
- Resolved clients outstanding issues by corresponding with State agencies and the I.R.S on their behalf

Small Enterprise Development Program: Business Consultant

- Formed fifteen micro-credit savings clubs, extending start-up capital to more than 300 women's businesses
- Developed budgets and strategies leading businesses to own property enabling them to have access to credit
- Coordinated exporting and o new revenue generating activities for local non-profit increasing revenue by 200%
- Trained and counseled more than 100 entrepreneurs in record keeping and organization techniques
- Advised businesses in grant writing, feasibility studies, budgeting, timelines, evaluation and marketing

Attachment 2: Head of School/ School Principal Resume

Christina Hart and Katie Kirley's resumes are included as a part of Attachment 1. Below are the position descriptions for their intended roles.

Position Description: Executive Director

The Executive Director sets the vision for the school and organization as a whole. She is responsible for ensuring that School Directors are managing schools that embody and deliver on the organization's mission to empower students with the most rigorous academic skills, cultural fluency and depth of character in order to choose from boundless opportunities and strengthen the community of Gary.

Outcomes

- Works with board, key community partners, funders and leadership team to achieve mission and vision
- Hires and retains exemplary staff that realizes the vision of the school
- Ensures fiscal health such that the school is built to full capacity
- Ensures that school's charter is renewed by meeting or exceeding state and internal standards
- Creates positive and meaningful community relations as evidenced by sustained local partnerships and meeting enrollment projections
- Develops and manages a marketing and fundraising strategy that creates a strong and positive local presence
- Exceeds all Indiana state assessment pass rate benchmarks as measured by ISTEP and ECAs or comparable replacements
- Ensures board decisions are executed, state applications are correctly and timely filed

Qualifications

- Ability to develop and lead strong, diverse staff and leadership team that are motivated by the school mission
- Demonstrated strong written and verbal communication skills with varying groups including: board of directors, parents, community, staff, and partnerships
- Demonstrated record of leading organizations from strategic planning to implementation and realization of vision.
- Demonstrated strong understanding of research and innovation in education reform
- Ability to be self-reflective and self-directed.
- Ability to positively and professionally represent school at different types of meetings.
- Entrepreneurial and positive problem solver constantly looking for ways to grow and develop the school and educational opportunities provided therein.
- Willingness humble oneself on behalf of the school and make all decisions in best interest of the school.
- Ability to set and follow through on long term strategy while being able to adapt and problem solve in the moment.

Team Fit at Global

To work at GLOBAL, you need to be someone who naturally models our cultural pillars in interactions with colleagues, students, and parents. GLOBAL staff seek inspiration and challenge from their work; seek to understand themselves and their colleagues to better achieve a shared goal; show the urgency and gratitude that accompanies doing something you love; challenge themselves, embrace the possibility of failure and believe that failures can be overcome; believe that their work is important and they have the power to change a community.

Requirements

1. Successful urban school leadership experience
2. Demonstrated experience of budgetary and operational management
3. College Diploma. Preferred with advanced degree in Education.

Position Description: School Director

The School Director sets the vision for the school and is responsible for actively managing within the organizational structure to ensure that every adult in the building is modeling our values and delivering on the organization's mission to empower students with the most rigorous academic skills, cultural fluency and depth of character in order to choose from boundless opportunities and strengthen the community of Gary.

Outcomes

- Daily execution of school culture that is purposeful, reflective, joyous and consistent.
- Plans, implements and maintains every detail of each school system and procedure including but not limited to: HW, discipline, transitions, arrival/dismissal, food service
- Maintains positive relationships with families and communicates regularly
- Holds consistently high behavioral expectations for students.
- Coaches, manages and evaluates teachers so that each teacher executes at their highest level each day
- Ensures 100% of juniors take the ACT with an average college ready score (21.0)
- Ensures 100% of students take at least one AP course and the corresponding exam
- Ensures 50% of graduates will have passed at least one AP exam prior to graduation
- Ensures 100% graduation rate with 100% earning a Core 40 diploma, 75% accepted into Tier 1 colleges, and 100% college acceptance rate
- Develops educational program, including curriculum and enrichment programming.
- Selects and trains the staff on the assessments used by the school
- Hires, retains and develops leadership talent within school and creates succession plans with staff encourage personal professional satisfaction
- Sets and executes the vision for school culture with Executive Director in alignment with schools mission, vision, and pillars.
- Implements system for tracking pertinent academic and cultural school data and tracks, analyzes and creates action plans based on this data.
- Handles in-school disciplinary action, and coordinates any out of school actions, such as suspensions.

Qualifications

- Ability to develop and lead strong, diverse staff that models the schools values and believes in the mission
- Demonstrated strong written and verbal communication skills with varying groups including: parents, teachers, students and community partners
- Demonstrated record of strong organization and management
- Ability to be self-reflective and self-directed and develop this capacity in others.
- Ability to positively and professionally represent school at different types of meetings.
- Ability to assert a strong authoritarian presence by showing calm and positivity
- Willingness humble oneself on behalf of the school and make all decisions in best interest of the school.
- Ability to set and follow through on long term strategy while being able to adapt and problem solve in the moment.

- Ability to form strong relationships with students and families and staff members.

Team Fit at Global

To work at GLOBAL, you need to be someone who naturally models our cultural pillars in interactions with colleagues, students, parents. GLOBAL staff seek inspiration and challenge from their work; seek to understand themselves and their colleagues to better achieve a shared goal; show the urgency and gratitude that accompanies doing something you love; challenge themselves, embrace the possibility of failure and believe that failures can be overcome; believe that their work is important and they have the power to change a community.

Requirements

1. College Diploma.
2. Urban teaching and leadership experience.

Attachment 3: School Administrators' Resumes

The positions below have yet to be filled. The recruitment and hiring of these positions will align with the timeline explained in Section III: School Leadership & Staff Hiring, Management and Evaluation.

Position Description: Director of Operations

The Director of Operations is charged with managing the operational side of the school including: financial management, vendor relationships, facility operations, system and regulatory compliance as well as managing and maximizing the impact of Administrative staff.

Outcomes

- Coordinate student enrollment and intake procedures with leadership team
- Establish and maintain contracts with all outside vendors.
- Prepares financial statements and record keeping in compliance with GAAP.
- Creates monthly reports to Board on school financial status concerning budget-actual.
- Ensures complete receipt of good or service and makes on-time payments to all outside vendors for good or service.
- Ensures compliance with local health and safety organizations including fire, police, health department
- Ensures compliance with state and federal financial and operational regulations
- Creates and implements plan to ensure ADA compliance at school
- Develops and implements transportation plan and maintains relationship with bus vendors
- Creates and maintains systems to ensure the full stocking of school with supplies, from textbooks and furniture to printer paper and ink to classroom pencils.
- Creates system for maintaining student records and data

Qualifications

- Demonstrated capacity for organization and efficiency.
- Able to research and select the most competitive and efficient outside vendors to support the school.
- Able to coordinate multiple moving parts, and multiple tasks on a daily basis.
- Able to establish and implement operational best practices at start-up school.
- Demonstrated background with operations and or finance;
- Ability to manage the school finances and report out on school finances to Executive Director and Board on daily, weekly, monthly basis.
- Ability to manage and coordinate facilities upkeep.
- Demonstrated capacity for strong written and verbal communication
- Entrepreneurial and positive problem solver constantly looking for ways to grow and develop the school and educational opportunities provided therein.

Team Fit at Global

To work at GLOBAL, you need to be someone who naturally models our cultural pillars in interactions with colleagues, students, parents. GLOBAL staff seek inspiration and challenge from their work; seek to understand themselves and their colleagues to better achieve a shared goal; show the urgency and gratitude that accompanies doing something you love; challenge themselves, embrace the possibility of failure and believe that failures can be overcome; believe that their work is important and they have the power to change a community.

Requirements

1. College Diploma
2. 3-5 years professional work experience; preferred experience with regulatory compliance, accounting principles and familiarity with sources of school funding

Position Description: Director of Culture and Community

The Director of Culture and Community sets and maintains the systems that ensure that staff and students model our five pillars of Purpose, Team, Joy, Grit and Power. This position is also charged with building and sustaining strong relationships with local community members, school parents, and local partner organizations.

Outcomes

- Daily implementation of school culture that is structured, joyous, and consistent.
- Monitors and ensure that behavior systems and interventions are being proactively and consistently implemented and creates action plans for any deficits in culture.
- Helps School Director plan and execute every detail of each school system and procedure to ensure vision for school culture is realized.
- Maintains positive relationships with families while holding consistently high behavioral expectations for students.
- Creates comprehensive scope and sequence for character (social/emotional) teaching
- Develops and coaches teachers in classroom management
- Creates systems for weekly walkthroughs and conducts quarterly school culture audits
- Coordinates in-school disciplinary action with School Director.
- Communicates with families around all cultural aspects of the school including field trips, school celebrations, conferences, and student disciplinary issues and actions.
- Develops and maintains relationships with local and citywide nonprofit organizations that will benefit students and families.
- Coordinates an after school enrichment program for students attending the school.

Qualifications

- Demonstrated ability of strong written and verbal communication with adults, peers and families.
- Demonstrated ability to build a strong, collaborative, transparent and open team.
- Demonstrated ability to be emotional consistent and create system and procedure consistency.
- Ability to be highly organized and efficient.
- Ability to assert a strong authoritarian presence by showing calm and positivity
- Ability to form strong relationships with students and families and staff members.

Cultural Fit at Global Leadership Academy

To work at GLA, you need to be someone who naturally models our cultural pillars in interactions with colleagues, students, parents. GLA staff seek inspiration and challenge from their work; seek to understand themselves and their colleagues to better achieve a shared goal; show the urgency and gratitude that accompanies doing something you love; challenge themselves, embrace the possibility of failure and believe that failures can be

overcome; believe that their work is important and they have the power to change a community.

Requirements

1. College Diploma.
2. Urban teaching experience.

Position Description: Director of Teacher Development

The Director of instruction sets the skeleton for a college preparatory curriculum for each grade and is responsible for the execution of curriculum by teachers in the classroom as well as teacher development.

Outcomes

- Develops a curriculum that is backwards mapped to the college readiness standards and prepares students for AP high school courses
- Creation of rigorous, standards based end of year and interim assessments for Reading
- Comprehension, Math, Science and SS and Writing for every grade as well system to evaluate the outcomes and respond to data.
- Coach teachers on executing daily, weekly and interim assessments and analysis and develop highly responsive action plans
- Creates scope and sequence for Math, ELA, SS and Sci for every grade level a minimum of one year in advance.
- Ensure teachers are on track to that meet school's goals concerning Indiana state assessment pass rate benchmarks as measured by ISTEP and ECAs
- Ensures 50% of graduates will have passed at least one AP exam prior to graduation

Qualifications

- Strong communicator with adults and children.
- Able to coach teachers in use of data, lesson planning, curriculum building, action planning, and execution.
- Demonstrable knowledge of elementary curriculum with particular knowledge of literacy development.
- Possesses deep knowledge of curricular resources and programs, and deep knowledge and understanding of common core.
- Possesses ability to work collaboratively and problem solve proactively.
- Demonstrated high level of success as an experienced teacher with track record of student achievement.
- Able to seek out the most effective, research based curriculum programs for the school to draw upon and use, from computer based to textbook based.

Team Fit at Global Leadership Academy

To work at GLOBAL, you need to be someone who naturally models our cultural pillars in interactions with colleagues, students, parents. GLOBAL staff seek inspiration and challenge from their work; seek to understand themselves and their colleagues to better achieve a shared goal; show the urgency and gratitude that accompanies doing something you love; challenge themselves, embrace the possibility of failure and believe that failures can be overcome; believe that their work is important and they have the power to change a community.

Requirements

1. College Diploma.
2. Urban teaching experience.

Position Description: Director of Community Outreach and Development

The Director of Community Outreach and Development is charged with building and sustaining strong relationships with local community members, school parents, local partner organizations, foundations, and donors.

Outcomes

- Creating opportunities for students and staff to engage with the community
- Recruiting and enrolling students to meet the school's annual enrollment targets.
- Generating over \$75,000 in donations and grants in Y1, \$100,000 in donations and grants in Y2, and \$150,000 in donations and grants by Y3, and each year thereafter.
- Develops and maintains relationships with local and citywide nonprofit organizations that will benefit students and families.
- Coordinates an after school enrichment program for students attending the school.
- Seeks out and applies for grants for the school from local and national foundations.
- Develops relationships with individual donors for the school.
- Develops and coordinates local and national marketing strategy for the school's fundraising efforts.

Qualifications

- Demonstrated ability of strong written and verbal communication with adults, peers, families, foundations and other community partners.
- Demonstrated ability to build a strong, collaborative, transparent and open team.
- Ability to establish relationships with a variety of individuals, from community members and families to corporate sponsors and large national foundations.
- Ability to expertly manage the school's external image.
- Self-starter, able to independently seek out new partnership and development opportunities for the school.

Team Fit at Global Leadership Academy

To work at GLOBAL, you need to be someone who naturally models our cultural pillars in interactions with colleagues, students, parents. GLOBAL staff seek inspiration and challenge from their work; seek to understand themselves and their colleagues to better achieve a shared goal; show the urgency and gratitude that accompanies doing something you love; challenge themselves, embrace the possibility of failure and believe that failures can be overcome; believe that their work is important and they have the power to change a community.

Requirements:

1. College Diploma
2. 3-5 years of work experience

Position Description: Special Education Teacher

Special Education teachers are responsible for assisting in the creation of, and implementing individual education plans for all qualified students.

Outcomes

- Adequate growth for all supported students as outlined on student's IEPs.
- Compliance with all state and federal laws regarding special education.

Qualifications

- Ability to collaborate effectively with classroom teachers.
- Ability to stay organized and effective despite a highly variable daily schedule.
- Ability to communicate with both parents and staff regarding individual student needs
- Ability to help special needs students achieve high levels of growth.

Responsibilities

- Creates and executes engaging lessons that supports all students in charge in meeting and exceeding their IEP goals.
- Creates lessons for small groups of students that meet their IEP goals.
- Collaborates with Student Support Services Coordinator and Lead teachers in coordinating support schedules for all special needs students.

Team Fit at Global Leadership Academy

To work at GLOBAL, you need to be someone who naturally models our cultural pillars in interactions with colleagues, students, parents. GLOBAL staff seek inspiration and challenge from their work; seek to understand themselves and their colleagues to better achieve a shared goal; show the urgency and gratitude that accompanies doing something you love; challenge themselves, embrace the possibility of failure and believe that failures can be overcome; believe that their work is important and they have the power to change a community.

Requirements

1. College Diploma.
2. Special education certification or work towards such certification.

Attachment 4: Governance Documents

Form **1023**
(Rev. December 2013)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

(00) OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

► (Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document) Global Leadership Academy Inc.		2 c/o Name (if applicable)
3 Mailing address (Number and street) (see instructions) 643 South Street	Room/Suite 107	4 Employer Identification Number (EIN) 47-3180593
City or town, state or country, and ZIP + 4 Munster, Indiana 46321		5 Month the annual accounting period ends (01 - 12) 06
6 Primary contact (officer, director, trustee, or authorized representative) a Name: Christina Hart		b Phone: 202-489-1287
		c Fax: (optional)
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
9a Organization's website: NA		
b Organization's email: (optional)		
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 02 / 09 / 2015		
12 Were you formed under the laws of a foreign country? If "Yes," state the country. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1** Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. ☒ **Yes** ☐ **No**
- 2** Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. ☐ **Yes** ☒ **No**
- 3** Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. ☐ **Yes** ☒ **No**
- 4a** Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. ☐ **Yes** ☒ **No**
- b** Have you been funded? If "No," explain how you are formed without anything of value placed in trust. ☐ **Yes** ☒ **No**
- 5** Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. ☒ **Yes** ☐ **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1** Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Page 1, Article IV, Paragraph 1** ☒
- 2a** Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☒
- 2b** If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Page 2, Article IV, Paragraphs 2 and 3**
- 2c** See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: ☐

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a** List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Hilary Lewis	Board of Directors, Chair	300 West Adams, Suite 1000 Chicago, IL 60606	none
Julianne Boulware	Board of Directors, Vice-Chair	300 West Adams, Suite 1000 Chicago, IL 60606	none
Rosemarie Joiner	Board of Directors	2700 West 19th Avenue Gary, IN 46404	none

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b** List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Christina Hart	Executive Director	2953 W Division Street #1 Chicago, IL 60622	75,000
Katherine Kirley	School Director	643 South Street Munster, IN 46321	73,000

- c** List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☒ No
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ Yes ☒ No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☒ No
- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ Yes ☒ No
- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☒ Yes ☐ No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? ☒ Yes ☐ No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? ☒ Yes ☐ No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☒ **Yes** ☐ **No**
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☒ **Yes** ☐ **No**
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? ☒ **Yes** ☐ **No**
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. ☒ **Yes** ☐ **No**
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ **Yes** ☒ **No**
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ **Yes** ☒ **No**
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. ☐ **Yes** ☒ **No**
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. ☐ **Yes** ☒ **No**
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. ☐ **Yes** ☒ **No**
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at **arm's length**.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. ☐ **Yes** ☒ **No**

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. ☒ Yes ☐ No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. ☐ Yes ☒ No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☐ Yes ☒ No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ Yes ☒ No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. ☐ Yes ☒ No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ Yes ☒ No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. ☐ Yes ☒ No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ Yes ☒ No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ Yes ☒ No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. ☐ Yes ☒ No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. ☐ Yes ☒ No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☒ **Yes** ☐ **No**

- | | |
|---|--|
| <input checked="" type="checkbox"/> mail solicitations | <input checked="" type="checkbox"/> phone solicitations |
| <input checked="" type="checkbox"/> email solicitations | <input checked="" type="checkbox"/> accept donations on your website |
| <input checked="" type="checkbox"/> personal solicitations | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations |
| <input checked="" type="checkbox"/> foundation grant solicitations | <input type="checkbox"/> Other |

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ **Yes** ☒ **No**

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ **Yes** ☒ **No**

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ **Yes** ☒ **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. ☐ **Yes** ☒ **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ **Yes** ☒ **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes. ☐ **Yes** ☒ **No**

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☒ **Yes** ☐ **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ **Yes** ☒ **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ **Yes** ☒ **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ **Yes** ☒ **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ **Yes** ☐ **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ **Yes** ☐ **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ **Yes** ☐ **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ **Yes** ☒ **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☐ Yes ☒ No
- 12a** Do you or will you operate in a **foreign country or countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ Yes ☒ No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☐ Yes ☒ No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ Yes ☐ No
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. ☐ Yes ☐ No
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ Yes ☐ No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ Yes ☒ No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ Yes ☐ No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ Yes ☐ No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ Yes ☐ No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ Yes ☐ No

Part VIII Your Specific Activities (Continued)

- 15 Do you have a **close connection** with any organizations? If "Yes," explain. ☐ Yes ☒ No
- 16 Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain. ☐ Yes ☒ No
- 17 Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain. ☐ Yes ☒ No
- 18 Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain. ☐ Yes ☒ No
- 19 Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. ☐ Yes ☒ No
- 20 Is your main function to provide **hospital or medical care**? If "Yes," complete Schedule C. ☐ Yes ☒ No
- 21 Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F. ☐ Yes ☒ No
- 22 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. ☐ Yes ☒ No

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years		(e) Provide Total for (a) through (d)	
		(a) From 2015 To 2016	(b) From 2016 To 2017	(c) From To	(d) From To	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	325000	1844725			
	2 Membership fees received	0	0			
	3 Gross investment income	0	0			
	4 Net unrelated business income	0	0			
	5 Taxes levied for your benefit	0	0			
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0			
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)	0	0			
	8 Total of lines 1 through 7	325000	1844725			
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	15000			
	10 Total of lines 8 and 9	325000	1859725			
Expenses	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0			
	12 Unusual grants	0	0			
	13 Total Revenue Add lines 10 through 12	325000	1859725			
	14 Fundraising expenses	5000	3000			
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0	0			
	16 Disbursements to or for the benefit of members (attach an itemized list)	0	0			
	17 Compensation of officers, directors, and trustees	0	0			
	18 Other salaries and wages	103000	989000			
	19 Interest expense	0	0			
	20 Occupancy (rent, utilities, etc.)	20000	226207			
	21 Depreciation and depletion	0	0			
	22 Professional fees	9700	271435			
	23 Any expense not otherwise classified, such as program services (attach itemized list)	72200	376432			
	24 Total Expenses Add lines 14 through 23	209900	1866074			

Part IX Financial Data (Continued)**B. Balance Sheet (for your most recently completed tax year)**

		Year End:
		(Whole dollars)
Assets		
1	Cash	1 0
2	Accounts receivable, net	2 0
3	Inventories	3 0
4	Bonds and notes receivable (attach an itemized list)	4 0
5	Corporate stocks (attach an itemized list)	5 0
6	Loans receivable (attach an itemized list)	6 0
7	Other investments (attach an itemized list)	7 0
8	Depreciable and depletable assets (attach an itemized list)	8 0
9	Land	9 0
10	Other assets (attach an itemized list)	10 0
11	Total Assets (add lines 1 through 10)	11 0
Liabilities		
12	Accounts payable	12 0
13	Contributions, gifts, grants, etc. payable	13 0
14	Mortgages and notes payable (attach an itemized list)	14 0
15	Other liabilities (attach an itemized list)	15 0
16	Total Liabilities (add lines 12 through 15)	16 0
Fund Balances or Net Assets		
17	Total fund balances or net assets	17 0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18 0
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)


- 1a** Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. ☐ Yes ☒ No
- b** As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐
- 2** Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☐ No
- 3** Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No
- 4** Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No
- 5** If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
- The organization is not a private foundation because it is:
- a** 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐
- b** 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☒
- c** 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐
- d** 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X Public Charity Status (Continued)

- e** 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐
- f** 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐
- g** 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐
- h** 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐
- i** A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐
- 6** If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.
- a Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☒

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization



(Signature of Officer, Director, Trustee, or other authorized official)

(Type or print name of signer)

Christina Hart

(Date)

2/24/15

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

- b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐
- (i) (a)** Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. ☐
- (b)** Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐
- (ii) (a)** For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box. ☐
- (b)** For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box. ☐
- 7** Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ Yes ☒ No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? ☒ Yes ☐ No

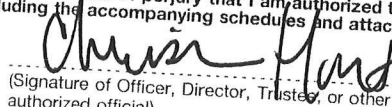
If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).

If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).

- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change). ☐
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change). ☒

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please
Sign
Here


(Signature of Officer, Director, Trustee, or other
authorized official)

Christina Hart

(Type or print name of signer)

2/24/15

(Date)

(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. ☒ Yes ☐ No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. ☒ Yes ☐ No
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☐ Yes ☒ No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. ☒ Yes ☐ No
- 3** In what public school district, county, and state are you located?
Gary Community School Corporation
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? ☐ Yes ☒ No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ Yes ☒ No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ Yes ☒ No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. ☒ Yes ☐ No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☒ Yes ☐ No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. ☒ Yes ☐ No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? ☐ Yes ☒ No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ☒
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. ☐ Yes ☒ No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ Yes ☒ No

Schedule B. Schools, Colleges, and Universities (Continued)

- 5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Black	0	150	0	3	0	2
Multiracial	0	6	0	1	0	0
Hispanic	0	3	0	1	0	1
White	0	1	0	6	1	3
Asian	0	0	0	1	0	0
Total	0	160	0	12	1	6

- 6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total	0	0	0	0	0	0	0	0

- 7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

- b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain.

☐ Yes ☒ No

- 8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.)

☒ Yes ☐ No

Form 1023 Checklist

(Revised December 2013)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- ☒ Assemble the application and materials in this order:
 - Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- ☒ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- ☒ Employer Identification Number (EIN)
- ☒ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
 - You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- ☒ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes ___ No ___	Schedule E	Yes ___ No ___
Schedule B	Yes <input checked="" type="checkbox"/> No ___	Schedule F	Yes ___ No ___
Schedule C	Yes ___ No ___	Schedule G	Yes ___ No ___
Schedule D	Yes ___ No ___	Schedule H	Yes ___ No ___

- ☒ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) _____
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law _____
- ☒ Signature of an officer, director, trustee, or other official who is authorized to sign the application.
- Signature at Part XI of Form 1023.
- ☒ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION
of
GLOBAL LEADERSHIP ACADEMY INC.

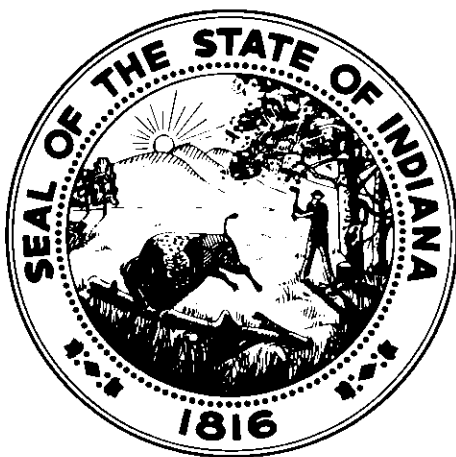
I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, February 06, 2015.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, February 09, 2015

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE



APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
2/9/2015 8:39 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I - NAME AND PRINCIPAL OFFICE

GLOBAL LEADERSHIP ACADEMY INC.

643 SOUTH STREET #107, MUNSTER, IN 46321

ARTICLE II - REGISTERED OFFICE AND AGENT

KATIE KIRLEY

643 SOUTH STATE #107, MUNSTER, IN 46321

The Signator represents that the registered agent named in the application has consented to the appointment of registered agent.

ARTICLE III – INCORPORATORS

HILARY LEWIS

300 WEST ADAMS, SUITE 1000, CHICAGO, IL 60606

Signature: HILARY LEWIS

ROSEMARIE JOINER

2700 WEST 19TH AVENUE, GARY, IN 46404

Signature: ROSEMARIE JOINER

ARTICLE IV – GENERAL INFORMATION

Effective Date: 2/6/2015

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business

SUBJECT TO ANY LIMITATION OR RESTRICTION IMPOSED BY THE ACT, SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, INDIANA CHARTER SCHOOL LAW, I.C. 20-24-1 ET SEQ, ANY OTHER LAW, THE DISCRETION OF THE BOARD OF DIRECTORS, OR ANY PROVISIONS OF THESE ARTICLES OF INCORPORATION, THE CORPORATION SHALL HAVE THE FOLLOWING PURPOSES AND POWERS:

SECTION 1: CHARITABLE, EDUCATIONAL AND SCIENTIFIC PURPOSES. TO OPERATE AS A NON-PROFIT CORPORATION SOLELY AND EXCLUSIVELY FOR CHARITABLE,

EDUCATIONAL AND SCIENTIFIC PURPOSES, AND SPECIFICALLY FOR THE PURPOSE OF CARRYING ON THE EDUCATIONAL ACTIVITIES OF OWNING , MANAGING OR OPERATING A PUBLIC CHARTER SCHOOL IN THE STATE OF INDIANA THAT SERVES THE STUDENTS OF GARY INDIANA, ORGANIZED TO PROMOTE THE ACADEMIC ADVANCEMENT OF CHILDREN WHO ARE AT RISK OF ACADEMIC FAILURE, THROUGH DIRECT ACTION, EDUCATION AND OTHER LEGAL MEANS, FUNDED BY THE STATE OF INDIANA, PURSUANT TO INDIANA CHARTER SCHOOL LAW, I.C. 20-5.5 ET. SEQ. AND ANY REGULATIONS NOW IN EXISTENCE OR HEREAFTER AMENDED: SECTION 2. RETAIN TAX EXEMPT STATUS. TO DO AL AND EVERYTHING NECESSARY, SUITABLE AND PROPER FOR THE ACCOMPLISHMENT OF THE PURPOSES AND ATTAINMENT OF OBJECTIVES HEREIN SET FORTH EITHER ALONE OR IN ASSOCIATION WITH OTHER INDIVIDUALS, CORPORATIONS OR PARTNERSHIPS, INCLUDING DEFERRAL, STATE, COUNTY, AND MUNICIPAL BODIES AND AUTHORITIES; AND, IN GENERAL, TO DO AND PERFORM SUCH ACTS AND TRANSACT SUCH BUSINESS IN CONNECTION WITH THE FOREGOING OBJECTIVES NOT INCONSISTENT WITH LAWS: PROVIDED, HOWEVER, THAT THE CORPORATION SHALL NOT PERFORM ANY ACT OR TRANSACT ANY BUSINESS THAT WILL JEOPARDIZE THE TAX EXEMPT STATUS OF THE CORPORATION UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE AND ITS REGULATIONS AS SUCH SECTION AND REGULATIONS NOW EXIST OR MAY HEREAFTER BE AMENDED

SECTION 3: EXERCISE ALL POWERS ALLOWED. TO EXERCISE ALL RIGHTS AND POWERS CONFERRED BY THE ACT ON NONPROFIT CORPORATIONS.

Distribution of assets on dissolution or final liquidation

NO PERSON OR ENTITY MAY RECEIVE ANY PECUNIARY BENEFIT FROM THE CORPORATION EXCEPT SUCH REASONABLE COMPENSATION AS MAY BE ALLOWED FOR SERVICES ACTUALLY RENDERED, AND NO PART OF ITS NET EARNINGS SHALL INURE TO THE BENEFIT OF ANY OTHER PERSON OR ENTITY OTHER THAN IS PERMITTED PURSUANT TO THE BYLAWS, INDIANA CHARTER SCHOOL LAW, AND SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE.

UPON THE DISSOLUTION OF THE CORPORATION, THE BOARD OF DIRECTORS SHALL, AFTER PAYING OR MAKING PROVISION FOR THE PAYMENT OF ALL THE LIABILITIES OF THE CORPORATION AND RETURNING ANY UNUSED INCOME OR THE PROCEEDS OF ANY UNUSED INCOME TO THE STATE OF INDIANA AS REQUIRED BY THE INDIANA CHARTER SCHOOL LAW, DISPOSE OF ALL ASSETS OF THE CORPORATION EXCLUSIVELY FOR THE PURPOSES OF THE CORPORATION IN SUCH A MANNER, OR TO SUCH ORGANIZATION(S) AS SHALL AT THE TIME QUALIFY UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE AS CHARITABLE, EDUCATIONAL, OR SCIENTIFIC PURPOSES, AS THE BOARD OF DIRECTORS SHALL DETERMINE. ANY SUCH ASSETS NOT SO DISPOSED OF, SHALL BE DISPOSED OF BY A JUDGE OF THE CIRCUIT OR SUPERIOR COURT OF LAKE COUNTY, INDIANA, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION(S) AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

GLOBAL LEADERSHIP ACADEMY BYLAWS & CONFLICT OF INTEREST POLICY

**Bylaws of Global Leadership Academy Inc.
(an Indiana not-for-profit corporation)**

ARTICLE I NAME AND CORPORATE PURPOSES

SECTION A. GENERAL PURPOSES

The name of the organization shall be Global Leadership Academy Inc. The purposes for which Global Leadership Academy Inc., an Indiana not-for profit corporation (the “Corporation”), is organized are:

1. To operate exclusively for charitable, educational, religious or scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law) (the “Code”); and
2. Subject to, and within the limits of the purpose set forth in paragraph 1 above, the Corporation’s purpose is also to prepare preK-12 students to excel in and graduate from high school and college.

SECTION B. STATEMENT OF NONDISCRIMINATION

The Corporation shall not directly or indirectly discriminate against any person or organization because of race, color, gender, age, religion, disability, national origin, ancestry, marital status, sexual preference, parental status, military discharge status or source of income.

SECTION C. POWERS AND LIMITATIONS

1. The Corporation, being organized exclusively for charitable and educational purposes, may make distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code.
2. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section A above, and no Director or officer of the Corporation or any private individual shall be entitled to share in any distribution of any of the assets of the Corporation upon its dissolution.
3. No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation except as may otherwise be permitted in accordance with an election pursuant to Section 501(h) of the Code; nor shall it in any manner or to any extent participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office; nor shall the Corporation engage in any activities that are unlawful under applicable federal, state or local laws.
4. Notwithstanding any other provision of these Bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under

section 501 (c)(3) of the Code or (2) by a corporation, contributions to which are deductible under section 170 (c)(2) of the Code.

SECTION D. PRINCIPAL OFFICE

The Corporation shall continuously maintain in the State of Indiana a registered office and a registered agent whose office is identical with such registered office. The Corporation may have other offices within or without the state and need not be identical with the principal office in the State of Indiana. The address of the registered office and registered agent may be changed from time to time by the Board of Directors of the Corporation (the “**Board**”). The initial registered office of the Corporation shall be at, **Addeess** Gary, Indiana 46406, and the name of the initial registered agent shall be Christina Hart.

ARTICLE II MEMBERSHIP

There shall be no members of the Corporation, and the organization shall be governed by a self-perpetuating board of directors.

ARTICLE III BOARD OF DIRECTORS

SECTION A. GENERAL POWERS

The affairs and overall policy of the Corporation shall be administered by, and under the supervision of, the Board. The members of the Board (the “**Directors**”) need not be residents of the State of Indiana.

SECTION B. NUMBER AND TENURE

The number of Directors shall initially be [five]. The number of Directors may be fixed or changed from time to time, within a minimum of five (5) and a maximum of fifteen (15) by resolution of the Board without amendment to these Bylaws. The Executive Director of the Corporation, if one is elected or appointed by the Board, shall be an ex-officio non-voting member of the Board for purposes of notice and quorum but shall not be elected for a term as a Director and shall not count towards the minimum or maximum number of Directors for purposes of this Section B of Article III.

The Board may, from time to time, by amendment of these Bylaws, change the minimum and maximum number of Directors, but in no case shall the minimum number of Directors be less than five (5). Each Director shall hold office for a term of three (3) years unless the Board shall expressly resolve to elect a Director for a shorter term. Beginning after the date of the implementation of these bylaws, the first Board election shall provide for staggered terms of office so that, as nearly as practicable, one-third (1/3) of the Directors shall thereafter be elected at each annual meeting of the Board. Directors shall not be permitted to serve more than two (2) consecutive terms. Notwithstanding the foregoing, the initial members of the Board shall have terms fixed by resolution of the Board.

SECTION C. QUALIFICATIONS

Those who seek to be Directors of the Corporation must abide in all respects with the corporate policies set forth in these Bylaws and must characterize personal commitment to the values of the Corporation.

SECTION D. ELECTION

Directors shall be elected at the annual meeting of the Board. Directors shall be elected by a majority vote of the Directors present at such meeting, provided that there is a quorum present. Directors so elected shall serve a term beginning on the date of his or her appointment. Each Director shall hold office until the first of the following to occur: (i) his or her successor shall have been duly elected and shall have qualified; (ii) his or her death or disability; (iii) he or she shall resign in writing; or (iv) he or she shall have been removed in the manner hereinafter provided.

SECTION E. RESIGNATION AND REMOVAL

Any Director may resign at any time by giving written notice to the Chair of the Board. Such resignation, which may or may not be made contingent on formal acceptance, shall take effect on the date of receipt or at any later time specified therein; provided, however, that if such resignation would cause the number of Directors to be less than the minimum as provided in Section B of this Article III, such resignation shall not be effective until a successor Director is elected by the Board. Any member of the Board may be removed with or without cause at any time by resolution adopted by a majority of the Board.

SECTION F. VACANCIES

Notwithstanding Section D above, any vacancy occurring in the Board, including, without limitation, a vacancy by reason of an increase in the number of Directors and a vacancy as a result of the resignation or removal of a Director, shall be filled by the Board as soon as is practicable and shall require approval by a two-thirds majority vote of the remaining Directors. A Director so elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. If a vacancy is filled pursuant to this Section and there is no applicable predecessor in office, then the new Director's term shall be concurrent with the term of the upcoming Board election conducted pursuant to Section D of this Article III.

SECTION G. DIRECTORS

Members of the Board of Directors:

(i) Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Corporation activities in accordance with Corporation policies.

(ii) Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.

(iii) All participants in Board work are bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.

(iv) Shall have no direct or indirect financial interest in the assets or leases of the Corporation; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

ARTICLE IV MEETINGS OF THE BOARD OF DIRECTORS

SECTION A. PUBLIC MEETINGS AND NOTICE

The Board shall in all respects comply with Indiana's Open Door Law IC 5-14-1.5-1 et seq. (the "***Open Door Law***"), by making its meetings open to the public. Notice of regular meetings shall be made in accordance with the Open Door Law.

SECTION B. MANNER OF ACTING

Except as provided by applicable law, these Bylaws or the Articles of Incorporation of the Corporation (the "***Articles***"), any decision, action, approval or consent required or permitted to be taken by the Board of Directors may be taken by the Directors only (i) with approval by a majority of the votes by Directors present at a meeting at which a quorum is present, or (ii) by written consent in accordance with applicable law.

ARTICLE V COMMITTEES

SECTION A. COMMITTEES

The Board shall have power to appoint committees for the purpose of conducting certain aspects of the corporate business not otherwise delegated. Committees may not act on behalf of, and have no authority to bind, the Corporation. The designation of such committees shall not operate to relieve the Board, or any individual Director, of any responsibility imposed upon it, her or him by law. The Chair or the chairperson of any committee may create an ad hoc committee or sub-committee. The creation, purpose and membership of any such ad hoc committee or subcommittee shall be reported to the Board. Each committee may adopt rules for its own governance not inconsistent with these Bylaws or with rules adopted by the Board.

SECTION B. GOVERNANCE COMMITTEE

There shall be a standing nominating committee, known as the Governance Committee. The Governance Committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each Governance Committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The Governance Committee shall elect its own chair. The duties of the Governance Committee shall be: (i) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions on the Board; (ii) to present a slate of nominees for Officers to the Board for election at the annual meeting; (iii) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process; (iv) to provide ongoing orientation to Directors; (v) to oversee an annual Executive Director assessment process to ensure optimum performance; and (vi) to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

ARTICLE VI OFFICERS AND AGENTS

SECTION A. OFFICERS

The officers of the Corporation shall consist of a Chair, a Vice Chair, an Executive Director, a Secretary and a Treasurer, and may also include such other officers as may be elected in accordance with the provisions of this Article, each of whom shall be elected by the Board. The Board of Directors may elect or appoint such other officers as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board. The Executive Director will be an advisory, non-

voting member of the Board (*ex officio*).

SECTION B. CHAIR

The Chair shall convene, and preside at, regularly scheduled Board meetings, and shall arrange for other members of the Board to preside at each meeting. The Chair shall concentrate on the business affairs of the Corporation and bring to the attention of the Board any matter that she or he believes requires the attention or action of the Board. In general, the Board Chair shall perform such duties as from time to time may be prescribed by the Board or these Bylaws.

SECTION C. VICE CHAIR

During the absence or disability of the Chair, the Vice Chair shall exercise all of the functions of the Chair. The Vice Chair shall have such powers and discharge such duties as may be assigned to him or her from time to time by the Board.

SECTION D. EXECUTIVE DIRECTOR

The Executive Director shall have such powers and discharge such duties as may be assigned to him or her from time to time by the Board. The term of office of the Executive Director shall be such term as set by the Board. The annual salary paid to the Executive Director shall be determined by the Board.

SECTION E. SECRETARY

The Secretary shall: (a) be responsible for the keeping of the minutes of the Board and committee meetings in one or more books provided for that purpose and shall submit such minutes to the Board within thirty (30) days of such meeting; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records, including, but not limited to, keeping a register of the post office address of each Director, which shall be furnished to the Secretary by each Director; (d) have the authority to certify the bylaws, resolutions of the Board of Directors and committees thereof, and other documents of the Corporation as true and correct copies thereof; and (e) in general, discharge all duties incident to the office of secretary and such other duties as from time to time may be assigned to him or her by the Chair or by the Board.

SECTION F. TREASURER

The Treasurer shall: (a) oversee that the Corporation maintain adequate financial books; (b) oversee the regular books of account of the Corporation, and make them available for inspection to the Directors; (c) render to the Board from time to time as may be required of him or her, an account of the financial condition of the Corporation; (d) oversee all funds and securities of the Corporation; (e) oversee that the Corporation deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and (g) in general, discharge all duties incident to the office of treasurer, and such other duties as may be assigned to him or her by the Chair or by the Board.

SECTION G. DELEGATION OF AUTHORITY

In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term or until the Chair is replaced. In the event that the office of Vice-Chair or Secretary or Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices

until a scheduled meeting of the Board can be held. In case of the absence of any officer of the Corporation, or for any other reason that it may deem sufficient, the Board may either delegate the powers or duties of such officer to any Director or employee of the Corporation for a time specified by the Board, or may eliminate some or all of such powers or duties of such officer, provided a majority of the entire Board concurs therewith.

SECTION H. ELECTION AND TERM OF OFFICE

The Governance Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board. The Officers of the Corporation shall be elected by the Board for a term of one (1) year at a meeting of the Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Newly elected Officers shall take office on July 1 following the close of the meeting at which they are elected. Each officer shall hold office until the first of the following to occur: (i) his or her successor shall have been duly elected and shall have qualified; (ii) his or her death or disability (iii) he or she shall resign in writing; or (iv) he or she shall have been removed in the manner hereinafter provided. Election or appointment of an Officer or agent shall not in itself create contract rights.

SECTION I. REMOVAL

Any Officer or agent may be removed by the Board whenever, in its judgment, the best interest of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

SECTION J. VACANCIES

A vacancy in any office because of death, resignation, removal, disqualification or otherwise may be filled by the Board for the unexpired portion of the term.

ARTICLE VII ADVISORY COUNCILS OR BOARDS

The Board may, from time to time, appoint advisory boards or special councils for specific purposes that do not require corporate action. The composition of such advisory groups may include persons with professional skills or special experience necessary to advise and inform the Board. Such advisory groups shall not have the authority to commit the Corporation to any legal contracts or agreements whether or not related to the business of the Corporation. The Board shall not lend "apparent authority" to such advisory groups, and all related corporate resolutions shall expressly limit the group's authority in this respect.

ARTICLE VIII FINANCIAL POLICIES

SECTION A. FISCAL YEAR

The fiscal year of the Corporation shall be from July 1st to June 30th.

SECTION B. SALE OF ASSETS

A sale, lease, exchange, mortgage, pledge or other disposition of property or assets of the Corporation

outside the normal course of business may be made by the Board upon such terms and conditions and for such consideration, which may consist in whole or in part of cash or property, real or personal, as may be authorized by the Board; provided, however, that a sale, lease, exchange or other disposition of all or substantially all the property and assets of the Corporation shall be authorized only upon receiving the affirmative vote of three-fourths (3/4) of the Directors then in office.

SECTION C. CONTRACTS

The Board may authorize any officer or officers, agent or agents, in addition to the officers so authorized by these Bylaws, to enter into any contracts or execute and deliver any instrument in the name of, and on behalf of, the Corporation, and such authority may be general or confined to specific instances.

SECTION D. LOANS

No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances.

SECTION E. CHECKS, DRAFTS, ETC.

All checks, wire transfers, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such Officer or Officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. The Executive Director is authorized to negotiate contracts for the purchase of goods or services in furtherance of the corporate objectives. Items exceeding \$10,000 shall require the signature of the Treasurer in addition to the signature of the Executive Director.

SECTION F. DEPOSITS

The Board of Directors may designate such fiscal agents, investment advisors and custodians to direct the management of the Corporation's assets. The Board of Directors may at any time, with or without cause, discontinue the use of the services of any such fiscal agent, investment advisor or custodian.

SECTION G. GIFTS

The Board or the Chair may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE IX INDEMNIFICATION OF DIRECTORS AND OFFICERS

The Corporation shall, to the fullest extent now or hereafter permitted by law, indemnify any person (and/or such person's estate) made, or threatened to be made, a party to any action or proceeding by reason of the fact that such person was an associate, director, officer or other agent of the Corporation, or of any other organization served by him or her in any capacity at the request of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. The Corporation shall purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against such person and incurred by such person in any such

capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article.

ARTICLE X MISCELLANEOUS

SECTION A. TAX-EXEMPT ORGANIZATION

The Corporation shall function as an organization qualifying under Section 501(c)(3) of the Code.

SECTION B. NOT FOR PROFIT CORPORATION

The Corporation shall have all of the general powers set forth in the provisions of the Indiana General Not For Profit Corporation Act, as amended, together with the power to solicit and receive grants, contributions and bequests for any corporate purpose and the power to maintain a fund or funds of real or personal property for any corporate purposes, provided, however, that the Corporation shall not have the power to engage in any activities which are not in furtherance of its purposes as set forth in Article I. The Corporation shall have the right to exercise such other powers as now are, or hereafter may be, conferred by law upon a corporation organized for the purposes hereinabove set forth or necessary or incidental to the powers so conferred, or conducive to the furtherance thereof.

SECTION C. GENERAL LIMITATIONS

The Corporation shall neither have nor exercise any power, nor shall it directly or indirectly engage in any activity, that would (a) prevent it from obtaining an exemption from Federal income taxation as a corporation described in Section 501(c)(3) of the Code, or (b) cause it to lose such exempt status. The Corporation shall not be operated for the purpose of carrying on a trade or business for profit.

SECTION D. PRIVATE FOUNDATION

If for any period the Corporation is a private foundation as defined in Section 509 of the Code, then during such period, the Corporation shall be subject to the following restrictions and prohibitions:

- a. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code.
- b. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code.
- c. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code.
- d. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code.
- e. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

SECTION E. DISSOLUTION

Upon the dissolution of the Corporation and after paying or making provisions for the payment of all liabilities and obligations of the Corporation, the Board of Directors shall, pursuant to a plan of dissolution, distribute the Corporation's assets to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes, as shall at such time qualify as exempt organization(s) under Section 501(c)(1) or Section 501(c)(3) of the Code, as the Board of Directors shall determine.

SECTION F. EFFECT

The provisions of this Article shall be effective at all times, and notwithstanding merger, consolidation, reorganization, termination, dissolution or winding up of the Corporation, voluntarily or involuntarily, or by operation of law or any other provision hereof.

SECTION G. AMENDMENTS

The Articles and these Bylaws may be altered, amended or repealed, and new articles of incorporation and bylaws may be adopted by a two-thirds (2/3) majority of the Directors present at any regular meeting or any special meeting called for that purpose. Notice of the proposed amendment (including the suggested text of the change) shall be given in writing to all Directors at least fifteen (15) days before the meeting at which the vote thereon is to be taken, and shall identify the persons proposing the amendment.

SECTION H. SEVERABILITY

The invalidity or unenforceability of any provision in these Bylaws shall not affect the validity or enforceability of the remaining provisions.

SECTION I. DIRECTOR CONFLICT OF INTEREST

Directors should scrupulously avoid transactions in which the Director has a personal or material financial interest, or with entities of which the Director is an officer, director or general partner. Therefore, the policy of the Corporation concerning conflict of interest and matters involved with compensation of employees has been set forth and attached hereto as Addendum A to these Bylaws.

SECTION J. BOOKS AND RECORDS

The Corporation, at its offices, shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees, and shall keep a record of the names and addresses of all Board and committee members. All books and records of the Corporation may be inspected by a Director, or his or her agent or attorney at any reasonable time.

ADDENDUM A TO BYLAWS OF GLOBAL LEADERSHIP ACADEMY INC. CONFLICT OF INTEREST POLICY

Purpose:

The purpose of the conflict of interest policy is to protect Global Leadership Academy's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, employee of Global Leadership Academy, or their family members. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Definitions:

1. Interested Person: Any voting director, officer, executive director, key employee or member of a committee with Board- delegated powers, who has a direct or indirect financial interest, as defined below, is an Interested Person.

2. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or through a family member:

- a. An ownership or investment interest in any entity with which Global Leadership Academy has a transaction or arrangement.
- b. A compensation arrangement with Global Leadership Academy or with any entity or individual with which Global Leadership Academy has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with any entity or individual with which Global Leadership Academy is negotiating a transaction or arrangement.

3. Family Member. The term “family member” shall include the spouse, life partner, parent, child, sibling, and mother-, father-, sister-, or brother-in-law of a person.

4. Compensation includes direct and indirect compensation, as well as gifts or favors that are not insubstantial.

Procedures:

1. Duty to Disclose: In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees considering the proposed transaction or arrangement.

2. Procedures for Addressing the Conflict of Interest

a. When an Interested Person who is NOT a voting director determines that he/she should not make a decision because of a financial interest, he/she should submit a written disclosure of the financial interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee’s disqualification. In the case of an Interested Person who is the Executive Director or head of an agency, this determination and disclosure shall be made in writing to the Chair of his/her appointing authority (i.e. the Board Chair).

b. Interested Persons who are directors:

i. Material financial interest in a contract: Where a director has a personal, material financial interest in a contract, the financial interest will be reviewed to determine a remote or non-interest exception apply. An Interested Person may make a presentation at a Board meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest. If the Board determines that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract; or (2) prior to the Board of Director’s discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board’s official record.

ii. All other (non-contract) financial interests: Directors shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board’s official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws. If a more advantageous transaction or arrangement is not reasonably possible under the circumstances, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Global Leadership Academy’s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

3. Violations of the Conflicts of Interest Policy

a. If the Board has reasonable cause to believe an Interested Person has failed to disclose actual or possible conflicts of interest, it shall inform the Interested Person of the basis for such belief and afford them an opportunity to explain the alleged failure to disclose.

b. If after hearing the Interested Person's response and after making further investigation as warranted by the circumstances the Board determines the Interested Person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, and/or up to removal from the Board or immediate termination, as may be applicable.

Records of Proceeding:

The minutes of the Board and all committees with Board-delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the governing board of director's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Annual Statements:

Each director, officer, and member of a committee with Board-delegated powers shall annually sign a statement that affirms such person:

a. Has received a copy of this Conflict of Interest Policy.

b. Has read and understands the Policy.

c. Has agreed to comply with the Policy.

d. Understands Global Leadership Academy is a nonprofit public benefit corporation which operates a public charter school, and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Periodic Reviews:

To ensure Global Leadership Academy operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted.

This policy shall also be reviewed annually by each member of the Board. Any changes to the policy shall be communicated immediately to all Interested Persons.

ACKNOWLEDGEMENT OF GLOBAL LEADERSHIP ACADEMY'S CONFLICT OF INTEREST POLICY

I _____, Global Leadership Academy director, officer, or committee member with Board-delegated powers, have received a copy of the Conflict of Interest Policy. I have read and understand the Conflict of Interest Policy, and I agree to the terms and conditions that are set out in this Policy.

I understand that Global Leadership Academy is a nonprofit public benefit corporation, and in order to maintain its tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes. I also understand that Global Leadership Academy is a public charter school, and is also subject to the conflict of interest laws applicable to public charter schools.

Date: _____
[NAME], [TITLE]

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT

Statement of Assurances

The charter school agrees to comply with all of the following provisions: (*Read and check*)

- ☒ 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- ☒ 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- ☒ 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- ☒ 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments* of 1972, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- ☒ 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- ☒ 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- ☒ 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- ☒ 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- ☒ 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- ☒ 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

☒ 11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE

Christina Hart, Executive Director

DATE

SIGN NAME

Christina Hart

3/15/15

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clear introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Global Leadership Academy

2. Your full name:

Hilary Bennett Lewis

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

☒ Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☒ Yes

Friends: Robert Hart, Chrissy Hart

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

Former Supervisor:
Mike Hines

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☐ Does not apply to me, my spouse or family. ☒ Yes *I am a Vice President at Teach For America*
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.



Signature

3/10/15

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

Global Leadership Academy

2. Your full name:

Katharine Elise Pohkamp

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

☒ Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

CPA with many years of experience serving clients in the nonprofit arena - mainly schools.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

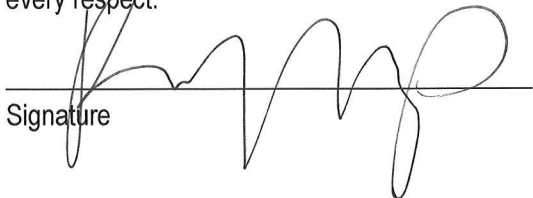
☒ I / we do not know any such persons. ☐ Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I / we have no such interest. ☐ Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.

Signature



Date

3/11/15

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
Global Leadership Academy
2. Your full name: Christina Hart
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have successfully led a charter school in Indiana for the past seven years. I have worked for two different nationally known charter operators.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes
I have professional relationships with every board member, including former working relationships with Hilary Lewis and Rose Joiner.
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

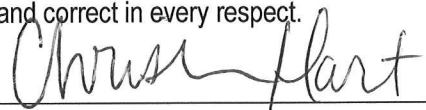
☐ I / we do not know any such persons. ☒ Yes

Robert Hart, founding team member, is my brother. He has provided legal, business, and foundational support. Katie Kirley, founding team member and proposed principal, is a former colleague.

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

Certification

I, Christina Hart, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Global Leadership Academy Charter School is true and correct in every respect.


Signature

3/9/15
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Global Leadership Academy

2. Your full name:

Odis Gene Richardson

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

☒ Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am a former teacher/ and have served on multiple boards administrator

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

Certification

I, Odis Richardson, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Charter School is true and correct in every respect.

Odis G. Richardson
Signature

3/10/15
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

Global Leadership Academy

2. Your full name: Rosemarie Joiner

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

x ☐ Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not served on a charter school board before; however I have been recruited by 2 other charter schools GEO Foundation for 21st Century and Lighthouse Charter School. I declined because of my professional obligations at that time. My schedule would not allow me to be an effective board member. I have worked with Lighthouse Charter School in Gary, Indiana and East Chicago and the East Chicago Urban Enterprise to recruit students and provide supportive services for the students. I have worked in a leadership role as a club director for the Boys & Girls Clubs of Northwest, Indiana to work in partnership with the Salvation Army in East Chicago to provide an after school program in their facility for boys & girls that lived in East Chicago on that side of the city. I have worked with the Gary Community School District to provide after school programs at Bailey and Glen Park Academy. Even though these are not charter schools, the concept of assisting schools districts with the education, health & life skills and other after school programs is needed. The after school programs provided at the sites that I mentioned provided a focus on education and career development, character and leadership, health & life skills, specialized and supportive services. Even though I have not served on a charter school board before I have worked with school districts and urban communities to enhance the development of youth through education initiatives which has included strategy planning, start up after school programs and served as a consultant for school districts and other non-profit organizations that focus on academic success and college readiness. I currently serve on the COFFY organization board for health & life skills and education. I was a founding member of the African American Student Achievement Council a non-profit organization in partnership with Purdue Calumet that involved 3 cities Gary, East Chicago and Hammond. Focus area for AASAC was college readiness. I serve on that board for 4 years.

I believe that I would be an effective board member because of my past and current relationships with school districts; charter schools and public school affiliations. I truly believe in improving the lives of youth and there opportunity to learn effectively. I have made a personal commitment to ensure that I mold and mentor youth in my path in the right direction in relationship to their education and future.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

x ☐ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

x ☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

x ☐ I / we do not know any such persons. ☐ Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

x ☐ I / we do not anticipate conducting any such business. ☐ Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

x ☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

x ☐ I / we do not know any such persons. ☐ Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

x ☐ N/A. ☐ I / we have no such interest. ☐ Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

x ☐ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

x ☐ Does not apply to me, my spouse or family. ☐ Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. x ☐ None. ☐ Yes
-

Certification

I, Rosemarie Joiner, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Global Leadership Academy Charter School is true and correct in every respect.

Rosemarie Joiner
Signature

8/10/13
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Global Leadership Academy
2. Your full name: David Fischer
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have had several positions that are relevant to this Board:

- Currently serve in the Private Equity group at Bain, wherein I evaluate entrepreneurs in regard to growth plans
- Consulted for Denver Public Schools on teacher compensation, Chicago Public Schools on transportation efficiency, Rowe Elementary on teacher retention and Urban Initiatives on program evaluation
- Co-founded the STEM-TP practicum program at University of Colorado – Boulder
- School Director for Teach For America during the founding year of the Chicago Summer Institute

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes
-

Certification

I, David Fischer, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Global Leadership Academy Charter School is true and correct in every respect.


Signature

3/6/15
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
Global Leadership Academy
2. Your full name: Daniel Benjamin Hausman
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I will be an effective board member because of my experience as a public school teacher and an attorney who has specialized in education law.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures

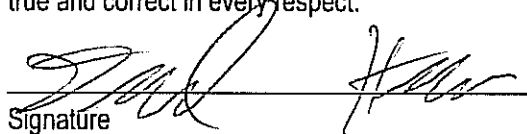
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes
I am an acquaintance of Bobby Hart's
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes
-

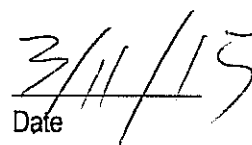
Certification

I, Daniel Benjamin Hausman, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Global Leadership Academy Charter School is true and correct in every respect.

Signature



Date



CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
Global Leadership Academy
2. Your full name: Erica M. Thompson
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
My background and training in education will be relevant to serving on the Global Leadership Academy's board. I was a teacher for four years, in private, public, and charter institutions, and served actively on curriculum writing, professional development, and teacher coaching teams. I have been trained in many of the philosophies that serve as founding principles of the school, including backward planning design, Response to Intervention, Danielson evaluations, and the Skillful Teacher framework. These experiences will allow me to make informed decisions to aid in creating and implementing policy on the board.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes
I am engaged to Michael Hines, and have come to know Julianne Boulware personally through our common work in the Chicago area's education scene.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes
-

Certification

I, Erica M. Thompson, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Global Leadership Academy Charter School is true and correct in every respect.


Signature

____ March 11, 2015 ____
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
Global Leadership Academy
2. Your full name: Michael Hines
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve on the Chicago alumni board of Education Pioneers, a nonprofit focused on improving the quality of leadership in the education sector. As part of this board I help design and implement professional development for EP fellows and alums. I also have a background in education as a TFA alum and 5 year teacher at the secondary level. Lastly I am currently pursuing a PhD in Education Policy from Loyola University Chicago, which I hope to use to advance equity in education in the Chicago and Northwest Indiana region.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures

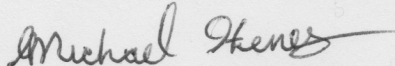
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes

I am engaged to Erica Thompson, and have come to know Julianne Boulware through our work in education.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

Certification

I, Michael Hines, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Global Leadership Academy Charter School is true and correct in every respect.



Signature

3/12/2015

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
Global Leadership Academy
2. Your full name: Julianne Boulware
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I've served on two boards both focusing on education (First AME Christian Education Board, and Teach For America Collective Alumni Board-Chicago). I've also served as an effective urban classroom educator, and currently work in an entrepreneurial environment, at Teach For America-Chicago.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes I know the other board members professionally.
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☐ I / we do not know any such persons. ☒ Yes Katie Kirley, proposed school leader and founding team members, is a current colleague.

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. ☐ I / we have no such interest. ☐ Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

Certification

I, Julianne Boulware, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Global Leadership Academy Charter School is true and correct in every respect.

DocuSigned by:



Signature

3/15/2015

Date

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
Global Leadership Academy
2. Your full name: Quiana Davis
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I was the Secretary and Treasurer for Andrew J. Brown Academy (a National Heritage Academy school) in Indianapolis, IN. My participation on the board varied over my four years.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes, I was invited to the board by Rose Joiner, who I work with through my job with Anthem Medicaid.
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes
-

Certification

I, Quiana Davis, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Global Leadership Academy Charter School is true and correct in every respect.

Quiana P. Davis
Signature

March 15, 2015
Date

Attachment 7: Code of Ethics & Conflict of Interest Policy

CONFLICT OF INTEREST POLICY

Purpose:

The purpose of the conflict of interest policy is to protect Global Leadership Academy's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, employee of Global Leadership Academy, or their family members. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Definitions:

1. Interested Person: Any voting director, officer, executive director, key employee or member of a committee with Board- delegated powers, who has a direct or indirect financial interest, as defined below, is an Interested Person.
2. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or through a family member:
 - a. An ownership or investment interest in any entity with which Global Leadership Academy has a transaction or arrangement.
 - b. A compensation arrangement with Global Leadership Academy or with any entity or individual with which Global Leadership Academy has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with any entity or individual with which Global Leadership Academy is negotiating a transaction or arrangement.
3. Family Member. The term "family member" shall include the spouse, life partner, parent, child, sibling, and mother-, father-, sister-, or brother-in-law of a person.
4. Compensation includes direct and indirect compensation, as well as gifts or favors that are not insubstantial.

Procedures:

1. Duty to Disclose: In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees considering the proposed transaction or arrangement.
2. Procedures for Addressing the Conflict of Interest
 - a. When an Interested Person who is NOT a voting director determines that he/she should not make a decision because of a financial interest, he/she should submit a written disclosure of the financial interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of an Interested Person who is the Executive Director or head of an agency, this determination and disclosure shall be made in writing to the Chair of his/her appointing authority (i.e. the Board Chair).

b. Interested Persons who are directors:

i. Material financial interest in a contract: Where a director has a personal, material financial interest in a contract, the financial interest will be reviewed to determine a remote or non-interest exception apply. An Interested Person may make a presentation at a Board meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest. If the Board determines that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

ii. All other (non-contract) financial interests: Directors shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws. If a more advantageous transaction or arrangement is not reasonably possible under the circumstances, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Global Leadership Academy's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

3. Violations of the Conflicts of Interest Policy

a. If the Board has reasonable cause to believe an Interested Person has failed to disclose actual or possible conflicts of interest, it shall inform the Interested Person of the basis for such belief and afford them an opportunity to explain the alleged failure to disclose.

b. If after hearing the Interested Person's response and after making further investigation as warranted by the circumstances the Board determines the Interested Person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, and/or up to removal from the Board or immediate termination, as may be applicable.

Records of Proceeding:

The minutes of the Board and all committees with Board-delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the governing board of director's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Annual Statements:

Each director, officer, and member of a committee with Board-delegated powers shall annually sign a statement that affirms such person:

- a. Has received a copy of this Conflict of Interest Policy.
- b. Has read and understands the Policy.
- c. Has agreed to comply with the Policy.
- d. Understands Global Leadership Academy is a nonprofit public benefit corporation which operates a public charter school, and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Periodic Reviews:

To ensure Global Leadership Academy operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. This policy shall also be reviewed annually by each member of the Board. Any changes to the policy shall be communicated immediately to all Interested Persons.

**ACKNOWLEDGEMENT OF GLOBAL LEADERSHIP ACADEMY'S
CONFLICT OF INTEREST POLICY**

I _____, Global Leadership Academy director, officer, or committee member with Board-delegated powers, have received a copy of the Conflict of Interest Policy. I have read and understand the Conflict of Interest Policy, and I agree to the terms and conditions that are set out in this Policy.

I understand that Global Leadership Academy is a nonprofit public benefit corporation, and in order to maintain its tax exemption, it must engage primarily in activities which accomplish one or more of its tax- exempt purposes. I also understand that Global Leadership Academy is a public charter school, and is also subject to the conflict of interest laws applicable to public charter schools.

Date: _____
[NAME], [TITLE]

Global Leadership Academy's Board Code of Ethics

Global Leadership Academy's Board of Directors is the governing body that establishes our organizations culture and is held accountable by all the community stakeholders to deliver on its promises and ethical standards. The Board is ultimately responsible to the parents who are promised the high level experiences and achievement for their students; the students who are shaped by the school's culture and instruction; teachers who expect a supportive and consistent school culture; and our authorizer who permits the school to function as a public charter school.

Our Code of Ethics ensures that we model the standards and best practices we expect from Global staff and students. Our Code of Ethics is derived from the five cultural pillars of Global Leadership Academy; Board Members should model these pillars and use them as guiding question when considering any course of action.

Does this action demonstrate purpose?: Choose to be present, engaged, inspired and challenged in our work. Our goals require great effort and offer great fulfillment.

Am I being a positive team Member?: Contribute your unique strengths to our community. As we understand ourselves and one another, we are able to maximize all our strengths towards a collective success.

Will this action create a joyful environment : We love and respect all members of our community. We demonstrate this through a sense of urgency, gratitude, and fun in all that we do.

Are we exhibiting grit?: We never quit. We challenge ourselves which requires embracing the possibility of failure, and ultimately, believing in our ability to eventually succeed.

Will this action enable the Global students to demonstrate power?: We seek to make the world a better place. We embrace the opportunities where our skills and talents allow us to lead, and honor that by acting ethically and justly.

FIDUCIARY RESPONSIBILITIES

- A) Exercise fiduciary role to ensure that the organization is properly managed and will take the efforts to validate information from the Executive Director.
- B) Will do nothing to jeopardize legal status; and work to ensure all work product is complete and accurate.

- C) Review financial and business dealings and exercise proper judgment in self-dealing transactions to avoid conflicts of interest.
- D) Is present active and engaged when approving annual budget or adopting policies.
- E) Establish mission and program direction for the organization and approves goals and objectives
- F) Follow policies set forth in handbook and ensure that proper internal controls are followed by fellow board members
- G) Maintains confidentiality of privileged information and executive session information
- H) Support Board Decisions Once they are made and respect majority rule

BOARD RELATIONS AND COMMUNICATION

- A) Develop a good working relationship with other board members by being consistently present, fully informed of material presented before meetings and actively engaged during discussions
- B) Be mindful and respectful of others' opinions especially when they differ from your own, Respect the rules of the meeting and the majority vote
- C) Look beyond self interest and encourage collaboration when appropriate
- D) Understand and respect the division of responsibilities between the executive team and Board of directors and channel concerns or discussion in the appropriate venues

3) COMMUNITY RELATIONS

- A) Promotes the organization to members, the state and national charter school community and the general public, including serving as an emissary of the organization to the broader community.
- B) Promotes cooperative action with other organizations including activities and occasions when the organization should take part in coalitions, shared programs, joint action, etc.
- C) Devote time to engage with the community and students in community and school events

Attachment 8: As Attachment 8, provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with the Indiana Academic Standards. The scope and sequence should clearly reflect how the school's curriculum is integrated across subjects and grade levels served, and how it will result in proficiency. If the curriculum is not yet fully developed, provide a timeline outlining the curriculum development process (including individuals and/or consultants responsible for this task) during the school's pre-opening year. NOTE: Limit attachment to thirty (30) pages.

Attached you will find the scope and sequence for 4th and 8th grade English Language Arts and Mathematics. Due to the attachment page limit, we were not able to include Science, Social Studies, Foreign Language, Music, Art or Physical Education.

In order to meet our rigorous academic priorities, the curriculum maps below are aligned to National Common Core Standards. In order to fully complete this curriculum, we will use the attached *Standards Correlation Guide* provided by the Indiana Department of Education to do a standards cross walk between the Common Core Standards and the new Indiana Academic Standards (2014) to ensure tight alignment for high levels of proficiency on the IREAD, ISTEP and ECA assessments. Additionally, we will ensure that all Curriculum Scope and Sequences' include ACT's College Readiness Standards.

Global: 4th Grade English Language Arts Module Scope and Sequence

- **Structure of a Module**

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
- Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
- One final performance task that is a more supported project, often involving research.
- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.

	Module 1A ¹	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Focus	Becoming a Close Reader and Writing to Learn	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teaching Others	Researching to Build Knowledge and Teaching Others	Considering Perspectives and Supporting Opinions	Considering Perspectives and Supporting Opinions	Gathering Evidence and Speaking to Others
Module Title	Oral Tradition, Symbolism, and Building Community	Poetry, Biography and Writer’s Identity	Interdependent Roles in Colonial Times	Animal Defense Mechanisms	Simple Machines: Force and Motion	Perspectives on the American Revolution	Susan B. Anthony, the Suffrage Movement and the Importance of Voting
Description	Module 1 focuses on building community by making connections between visual imagery, oral accounts, poetry and written texts of various cultures with a focus on the Haudenosaunee (Iroquois) culture. Students determine a central idea and demonstrate how gathering information from a variety of sources can help us understand a central idea more fully. Module 1 also reinforces reading fluency, close text analysis, explanatory paragraph writing, and presenting to peers.	Students launch the year by exploring the identity of writers through reading, discussing, and writing about poems and poets. They begin by reading and analyzing the novel <i>Love That Dog</i> by Sharon Creech. Students learn about the characteristics of poetry by closely reading famous poems featured in the novel. For their performance task, students select a poet to research further. Then they write an original poem inspired by their poet’s work, and read informational text in order to write a biographical essay about	Students learn about what life was like in Colonial America, focusing on how colonists were interdependent on one another. Students read about various colonial trades (such as the wheelwright, the cooper, etc.), with an emphasis on making inferences, summarizing informational texts and conducting basic research. As the final performance task, students synthesize information from multiple sources as they write narrative that vividly describes an event in a colonist’s life.	Students build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise. Students also build proficiency in writing a narrative piece about this animal. They build background knowledge on general animal defenses through close readings of several informational texts and use a science journal to make observations and synthesize information as they research an expert animal in preparation to write about this animal.	Students build knowledge of simple machines and how they affect force, effort, and work. Students read basic background text and perform Readers Theater about simple machines (written for classroom use). They read an extended scientific text, <i>Simple Machines: Forces in Action</i> (870L), focusing on analyzing scientific concepts. Students develop expertise about specific simple machines (inclined plane, levers, pulleys, etc.), read and conduct science experiments using simple machines, and synthesize their findings by writing scientific conclusion statements.	Students explore perspectives in the American Revolution. Students study reasons why the 13 American colonies decided to declare independence, how colonists’ opinions differed on this decision, and how the perspectives of free and enslaved blacks were both similar and different from the perspective of the white colonists. Students begin by close reading of several informational texts about the war. They then read the historical fiction play, <i>Divided Loyalties</i> , to deepen their understanding of the Patriot and Loyalist perspectives.	Students learn about voting rights and responsibilities. They first focus on the women’s suffrage movement and the leadership of New Yorker Susan B. Anthony, reading firsthand and secondhand accounts of her arrest and trial. Then students read <i>The Hope Chest</i> (historical fiction set in the weeks before the passage of the 19th Amendment) examining the theme of leaders and their impact on others. Finally, students connect the theme of leadership to their own lives by reading about the importance of voting in modern times.

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Texts (central text(s) in bold)	<ul style="list-style-type: none"> • <i>The Keeping Quilt</i>, Patricia Polacco (920 L; teacher copy only) • <i>The Iroquois: The Six Nations Confederacy</i>, Mary Englar (RI, 880L) • <i>Eagle Song</i>, Joseph Bruchac (RL, 840L; optional) • Additional short texts to come (listed in each unit overview) 	<ul style="list-style-type: none"> • <i>Love That Dog</i>, Sharon Creech (RL, 1010L) • “A Patch of Old Snow” by Robert Frost (NL) • “The Pasture” by Robert Frost • “Stopping by Woods on a Snowy Evening” by Robert Frost (NL)* • “The Tiger” by William Blake • “The Red Wheelbarrow” by William Carlos Williams (NL)* • “The Great Figure” by William Carlos Williams (NL) • “Metric Figure” by William Carlos Williams (NL) • “safety pin” by Valerie Worth (NL) • “Dog” by Valerie 	<ul style="list-style-type: none"> • “Colonial America: The Craftspeople,” Expeditionary Learning (RI, 1080L) • “Colonial Trades: The Blacksmith,” Expeditionary Learning (RI, 1070L) • “Apprenticeships in Colonial America,” Expeditionary Learning (RI, 1030L); read aloud • “Colonial Trades: The Carpenter,” Expeditionary Learning (RI, 1010L) • “A New York Merchant: Adam Johnson,” Expeditionary Learning (RI, 990L); read aloud 	<ul style="list-style-type: none"> • “Award-Winning Survival Skills,” Lea Winerman (RI, 1150L) • <i>Venom</i>, Marilyn Singer (RI, 1110L; teacher copy only) • <i>Can You Survive the Wilderness?</i> Matt Doeden (RI, 680L; teacher copy only) • <i>Animal Behavior: Animal Defenses</i>, Christina Wilsdon (RI, NL) 	<ul style="list-style-type: none"> • “Who Cares about Polar Bears?” Expeditionary Learning (RI, 990L) • “No More Junk in Our Schools,” Expeditionary Learning (RI, 980L) • <i>Simple Machines: Forces in Action</i>, Buffy Silverman (RI, 870L) • “The Machine,” from <i>Take a Quick Bow!</i>, Pamela Marx (RL play, NL; teacher copy only) 	<ul style="list-style-type: none"> • The Declaration of Independence (excerpts (RI, NL) • “An Incomplete Revolution,” Amy Miller (RI, 920L) • “Private Yankee Doodle,” Thomas Flemming (RI, 900L) • “Thomas Jefferson and the Declaration of Independence,” Kathy Wilmore (RI, 870L) • “The Shot Heard Around the World,” Thomas Flemming (RI, 860L) • “Revolutionary War,” The New Book of Knowledge, Grolier Online (RI, 690L) • “Loyalists,” The New Book of Knowledge, Grolier Online (RL, 730) • <i>Divided Loyalties: The Barton Family During the American Revolution</i>, Gare Thompson and 	<ul style="list-style-type: none"> • “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting” <i>The New York Times</i>, (RI, 1270L) • Excerpt from “On Women’s Right to Suffrage,” Susan B. Anthony (RI, 1200L) • “Youth Power,” Karen Fanning and Bryan Brown (RI, 960L) • “I Can’t Wait to Vote!” Expeditionary Learning (RI, 950L) • A Firsthand Account of Inauguration Day 2009: email, Corey Scholes (RI, 890L) • “The Vote,” Rebecca Hershey (RI, 870L) • “A Historic Inauguration Day,” Expeditionary Learning (RI, 840L) • <i>The Hope Chest</i>, Karen Schwabach (RL, 800L)

Performance Task	<i>Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.4.3)</i>	<i>Poet's Performance: Poetry Reading and Biographical Essay Presentation (RI.9, W.4.2, W.11, and SL.4.4) scaffolded essay and public poetry reading</i>	Historical Fiction Narrative about Colonial America (RI.4.9, W.4.3, W.4.4, W.4.5, W.4.6, W.4.9b, L4.2a,b,d, L.4.3a, and L.4.6) scaffolded narrative	Choose-Your-Own-Adventure Animal Defense Narrative (RI.4.9, W.4.2, W.4.3, W.4.7, W.4.8, W.4.9b) scaffolded narrative	Opinion Writing: An Editorial on Simple Machines (RI.4.1, RI.4.3, W.4.1, W.4.4, W.4.5, W.4.7, W.4.9, L.4.3a) scaffolded essay	Opinion Writing: American Revolution Broadside (W.4.1, W.4.2b and d, W.4.4, W.4.5, W.4.7, L.4.2a, c and d, and L.4.3) scaffolded essay	Public Service Announcement about the Importance of Voting (RI.4.9, W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c and f, and L.4.3) scaffolded essay and speech
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Unit-Level Assessments

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Mid-Unit 1	Answering Questions with Evidence from Text (RI.4.1, RI.4.3) selected response and short constructed response	Text-Dependent Questions: Love That Dog Pages 20–24 and “The Pasture” by Robert Frost (RL.4.1 and RL.4.3) selected response and short constructed response	Inferring with Pictures and Text (RI.4.1, RI.4.4, and RI.4.7) selected response and short constructed response	Reading about Caterpillars, Answering Questions, and Determining the Main Idea (RI.4.2, RI.4.4, and RI.4.7) selected response and short constructed response	Finding the Main Idea of a Scientific Text (RI.4.2 and RI.4.3) selected response and short constructed response	Reading and Answering Questions about the Revolutionary War (RI.4.1, RI.4.2, and RI.4.4) selected response and short constructed response	Answering Questions and Summarizing a Text about Frederick Douglass (RI.4.2 and RI.4.4) selected response and short constructed response
End of Unit 1	Paragraph to Explain Student-Created Wampum Belt (W.4.2, RL.4.1, RI.4.1) scaffolded extended response	Extended Response: Love That Dog Pages 1–41: What Has Jack Learned about Poetry? (RL.4.3, W.4.4, and W.4.9) short constructed response	Inferring and Synthesizing about Life in Colonial America (from Two Texts) (RI.4.1, RI.4.4, RI.4.9, and W.4.9b) selected response and short constructed response	Answering Questions and Summarizing Texts about Animal Defense Mechanisms (RI.4.1, RI.4.2, and SL.4.2) selected response and short constructed response	Reading and Answering Questions about Readers Theater (RL.4.1, RL.4.5, and L.4.4) selected response and short constructed response	Reading and Answering Questions about the Declaration of Independence (RI.4.1, RI.4.3, and RI.4.5) selected response and graphic organizer	Comparing Firsthand and Secondhand Accounts of Inauguration Day (RI.4.2 and RI.4.6) selected response and short constructed response

Mid-Unit 2	Reading, Note-taking, and Paragraph Writing (RI.4.1, RI.4.2, W.4.2, W.4.8 and SL.4.1) short constructed response	Writing a Summary of the Full Novel Love That Dog (RL.4.2, W.4.2a and b, and W.4.9) extended constructed response	Inferring about the Silversmith Trade in Colonial Times (RI.4.1, W.4.2b and d, and W.4.8) selected response and short constructed response	Reading and Answering Questions about Two Texts on the Same Topic (RI.4.1, RI.4.2, W.4.7, W.4.8, and L.4.4a and b) selected response and short constructed response	Answering Questions about Screws (RI.4.2, RI.4.3, W.4.8, and W.4.9b) selected response and constructed response	Reading and Answering Questions about Divided Loyalties (RL.4.1, RL.4.5, L.4.4a, and L.4.4c) selected response	On-Demand Reading of New Chapter of The Hope Chest (RL.4.1, RL.4.2, RL.4.3, L.4.4, and L.4.5) selected response and short constructed response.
End of Unit 2	Evidence-Based Paragraph Writing (RI.4.3, RI.4.1, and W.4.9) scaffolded response	Reading and Analyzing a New Poem (RL.4.5 and L.4.5a) selected response and short constructed response	Synthesizing Information from Text and Audio Resources (RI.4.2, RI.4.4, RI.4.9, W.4.8, and SL.4.2) selected response and short constructed response	Writing about the Pufferfish (RI.4.9, W.4.2, W.4.4, W.4.7, and W.4.8) scaffolded essay	Reading and Answering Questions about Wedges (Part I); Reading and Answering Questions about Experiments (Part II) (RI.4.3, RI.4.4, W.4.2b)	Part 1: Conducting a Literary Discussion and Part 2 and 3: Analyzing, Summarizing and Reading Aloud Divided Loyalties (RL.4.2, RL.4.3, RF.4.4, and SL.4.1) speaking and listening discussion	On-Demand Writing: How do Leaders Impact the Actions of Others? Reading and Answering Questions about Characters and Theme (Part I); Writing an Essay Analyzing How a Character's Actions Contribute to the Theme of
Mid-Unit 3		Reading and Answering Questions about Informational Text (RI.4.1, RI.4.2, and RI.4.3) selected response and short constructed response	Draft of Historical Fiction Narrative (W.4.2b, W.4.3a, and W.4.4, and W.4.9b) extended constructed response	Planning for and Drafting an Introduction for the Narrative (W.4.3a) scaffolded extended response	Reading and Answering Questions about Editorials (RI.4.8 and RI.4.4) selected response and short constructed response	Reading and Answering Questions about Opinion Pieces (RI.4.1, RI.4.4, RI.4.8, W.4.9b) short constructed response	Reading and Comparing New Informational Texts about Voting (RI.4.5, RI.4.8, and RI.4.9) selected response and short constructed response

End of Unit 3	<p>“From Knee to Knee to CD: The Evolution of Oral Tradition in Mountain Ballads (RI.4.1, W.4.2, W.4.9, W.4.10, SL.4.1 and L.4.4)</p> <p>selected response and short constructed response</p>	<p>Part 1: Writing a Conclusion Paragraph; (RI.4.9 and W.4.2 e)</p> <p>scaffolded extended responses</p> <p>Part 2: Revising Poet Essays Based on Feedback</p>	<p>On-Demand Historical Narrative (W.4.2b and d, W.4.3, W.4.4, and W.4.9b)</p> <p>extended constructed response</p>	<p>Planning for and Writing Choice 2 of the Choose- Your-Own- Adventure Animal Defense Narrative (W.4.3b, c, d, e, W.4.4, L.4.1g, L.4.2a, b and d, and L.4.3b)</p> <p>scaffolded narrative</p>	<p>Planning and Drafting an Editorial (Part I); Revising to Create a Polished Editorial (Part II) (W.4.1, L.4.1f, L.4.2a, c and d, L.4.3a and b)</p> <p>extended constructed response</p>	<p>(Part I) Planning and Drafting a Broadside (Part II) Revising to Create a Polished Broadside (W.4.1, W.4.2d, W.4.4, W.4.7, W.4.9, L.4.1a & b, L.4.2a, c, & d, and L.4.3) scaffolded extended responses</p>	<p>Public Service Announcement about Importance of Voting: Assessment of First Draft Writing and Presentation (W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c and f, and L.4.3) extended constructed response</p>
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Global: 4th Math Module Scope and Sequence

Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction

Module 2: Unit Conversions and Problem Solving with Metric Measurement

Module 3: Multi-Digit Multiplication and Division

Module 4: Angle Measure and Plane Figures

Module 5: Fraction Equivalence, Ordering, and Operations

Module 6: Decimal Fractions

Module 7: Exploring Multiplication

Summary of Year

Fourth grade mathematics is about (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Module and Approximate Number of Instructional Days	Learning Standards Addressed in Grade 4 Modules
<p>Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)</p>	<p>Use the four operations with whole numbers to solve problems.</p> <p>4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>Generalize place value understanding for multi-digit whole numbers. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)</p> <p>4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>
<p>Module 2: Unit Conversions and Problem Solving with Metric Measurement (7 days)</p>	<p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>

Module and Approximate Number of Instructional Days	Learning Standards Addressed in Grade 4 Modules
Module 3: Multi-Digit Multiplication and Division (43 days)	<p>Use the four operations with whole numbers to solve problems.</p> <p>4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Glossary, Table 2.)</p> <p>4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>Gain familiarity with factors and multiplies.</p> <p>4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)⁷⁰</p> <p>4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.⁷¹</p> <p>4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation equations, rectangular arrays, and/or area models.</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.⁷²</p> <p>4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p>

Module and Approximate Number of Instructional Days	Learning Standards Addressed in Grade 4 Modules
<p>Module 4: Angle Measure and Plane Figures (20 days)</p>	<p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <ol style="list-style-type: none"> An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. <p>4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p>4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>

Module and Approximate Number of Instructional Days	Learning Standards Addressed in Grade 4 Modules
<p>Module 5: Fraction Equivalence, Ordering, and Operations (45 days)</p>	<p>Generate and analyze patterns.</p> <p>4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>Extend understanding of fraction equivalence and ordering. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p> <p>4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.</p> <p>4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <ol style="list-style-type: none"> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. Solve word problems involving addition and subtraction of fractions.

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules
	<p>4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <ul style="list-style-type: none"> a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$. b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.) <p>Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>Represent and interpret data.</p> <p>4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p>

Module and Approximate Number of Instructional Days	Learning Standards Addressed in Grade 4 Modules
<p>Module 6: Decimal Fractions (20 days)</p>	<p>Understand decimal notations for fractions, and compare decimal fractions. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p> <p>4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) <i>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</i></p> <p>4.NF.6 Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p> <p>4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>

Module and Approximate Number of Instructional Days	Learning Standards Addressed in Grade 4 Modules
Module 7: Exploring Multiplication (20 days)	<p>Use the four operations with whole numbers to solve problems.</p> <p>4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Glossary, Table 2.)</p> <p>4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>

Global: 8th Grade English Language Arts Module Scope and Sequence

• Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
- Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
- One final performance task that is a more supported project, often involving research.
- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Focus	Reading Closely and Writing to Learn	Working with Evidence	Working with Evidence (Drama)	Understanding Perspectives	Understanding Perspectives	Research, Decision-Making, and Forming Positions
Module Title	Finding Home: Refugees	Taking a Stand	<i>A Midsummer Night’s Dream</i> and the Comedy of Control	Japanese-American Relations in WWII	The Civil Rights Movement and the Little Rock Nine	Sustainability of World’s Food Supply
Description	Students consider the challenges of fictional and real refugees. They read the novel <i>Inside Out & Back Again</i> , analyzing critical incidents that reveal the dynamic nature of Ha, a 10- year-old Vietnamese girl whose family flees during the fall of Saigon. They also read complex informational texts to learn more about the history of war in Vietnam, the historical context of Ha’s family’s struggle, and the universal themes of refugees’ experiences of fleeing and finding home. Students consider how Ha’s experience represents the universal refugee experience of being turned “inside out” and then coming “back again.” Students work in research groups to study the experiences of refugees from one of several cultures.	Students continue to develop their ability to closely read text while studying the theme of taking a stand. They read several speeches from real people who took a stand and then immerse themselves in a study of <i>To Kill a Mockingbird</i> , by Harper Lee. They engage in a character study of Atticus— analyzing his actions and words, and what others say about him—to better understand his willingness to take a stand for others. Students also consider how the theme of “The Golden Rule” is rendered new in the novel, and compare and contrast the novel with poems that have this same theme. Finally, students form groups to create a Readers Theater montage based on key quotes from the text, and write an associated commentary.	Students read and analyze Shakespeare’s <i>A Midsummer Night’s Dream</i> , focusing primarily on the theme of control. Students examine why the characters seek control, how they try to control others, and the results of attempting to control others. They build background knowledge as they explore the appeal and authorship of Shakespeare and read much of the play aloud in a Drama Circle. Students analyze differences between a film version of the play and Shakespeare’s original script. They also study how Shakespeare drew upon Greek mythology as he crafted the play within the play. To conclude the module, students write a “confessional” narrative from the point of view of one of the characters in <i>A Midsummer Night’s Dream</i> .	Students study the important yet divergent experiences of war and conflict, specifically WWII as they read <i>Unbroken</i> , which tells the story of Louis Zamperini, an American POW in a Japanese camp, alongside an informational text about Miné Okubo, a Japanese- American who was interned in a relocation camp in the United States. To build background knowledge, students read primary source documents. They contrast FDR’s response to the Pearl Harbor attack in his “Day of Infamy” speech with the Japanese response in the “Fourteen-part Message.” Finally, students analyze how Zamperini and Okubo faced others’ attempts to make them “invisible” during their imprisonment or internment, and how Zamperini became “visible” after the war. Students write a research- based narrative.	Students study the U.S. civil rights movement, focusing particularly on the Little Rock Nine. They consider the question “How can stories be powerful?” as they learn about segregation, the civil rights movement, the Little Rock Nine and the role of the various mediums in shaping perceptions of events. As students read <i>A Mighty Long Way</i> by Carlotta Walls Lanier and a photo essay titled <i>Little Rock Girl 1957</i> by Shelley Tougas, they consider the different ways in which the story of the Little Rock Nine has been told. Students build background about the history of segregation and Jim Crow laws in the United States. They analyze the role of various mediums in depicting the Little Rock Nine.	Students learn how to make evidence-based decisions as they consider the issue of how to best feed all the people in the United States. They analyze Michael Pollan’s arguments and evidence (as well as the arguments in other informational texts and videos) to determine whether sufficient and relevant evidence has been used to support the claim. They first read <i>The Omnivore’s Dilemma</i> to build background knowledge about what happens to food before it gets to the consumer, and the different choices the consumer can make when buying food. Then, students engage in a robust research project in which they investigate the consequences of each of the food chains and the stakeholders affected.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<p>Texts (central text(s) in bold)¹</p>	<ul style="list-style-type: none"> • <i>Inside Out & Back Again</i>, Thanhha Lai (RL, NL) • “Panic Rises in Saigon, but the Exits are Few,” Fox Butterfield (RI, 1200L) • “Hard Times in Sarajevo: Cold Weather Comes Early to Bosnia’s War-Torn Capital, Bringing More Hardship, Death,” Current Events (RI, 1130L) • “The Vietnam Wars,” Tod Olson (RI, 1120L) • “Peace Patrol: U.S. Troops Will Stay at Least Another Year in Tense Bosnia,” Current Events (RI, 1090L) • “People without a Land,” Scholastic Update (RI, 1080L) • “Refugee Children in Canada: Searching for Identity,” Anne Marie Fantino and Alice Colak (RI, 1050L) (excerpt) • “Meet the Kurds,” Vera Saeedpour (RI, 1030L) • “Refugees: Who, Where, and Why,” Catherine Couvret (RI, 1020L) 	<ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i>, Harper Lee (RL, 870L) • “Those Winter Sundays,” Robert Hayden (RL poem, NL) • “Incident,” Countee Cullen (RL poem, NL) • “Solitude,” Ella Wheeler Wilcox (RL poem, NA) • “Equal Rights for Women,” Shirley Chisholm (RI, 1240L) • Excerpts from “Great Society,” Lyndon Johnson (RI, 1090L) • “Ain’t I a Woman?” Sojourner Truth (RI, 790L) • <i>To Kill a Mockingbird</i>. Dir. Robert Mulligan. Perf. Gregory Peck. 1962. Film. 	<ul style="list-style-type: none"> • <i>A Midsummer Night’s Dream</i>, William Shakespeare (RL, NL) • “The Harvest that Never Came,” Aaron Shepard (RL Poem) • “Pyramus and Thisbe,” Thomas Bulfinch (RL, 1020L) • “The Shakespeare Shakedown,” Simon Schama (RI, 1430L) • “Shakespeare’s Universal Appeal Examined,” Jonathan Bate (RI, 1360L) • “Top Ten Reasons Shakespeare Did Not Write Shakespeare,” Keir Cutler (RI, 1230L) • “The Lure of Shakespeare,” Robert W. Butler (RI, 1160L) • <i>A Midsummer Night’s Dream</i>, directed by Michael Hoffman, 1999. Film. • <i>Shakespeare Set Free: Teaching Romeo & Juliet, Macbeth & A Midsummer Night’s Dream</i>, Peggy O’Brien, ed. (Teacher 	<ul style="list-style-type: none"> • <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i>, Laura Hillenbrand (RI, NL) • “The President Authorizes Japanese Relocation”: Excerpt from Executive Order [and posting] No. 9066 Posting (RI, 1550L), Exec Order (RI, 1310L) • Excerpt from the Munson Report, “The Fifth Column,” Walter Lippmann (RI, 1310L) • “Miné Okubo,” Chelsie Hanstad, Louann Huebsch, Danny Kantar, and Kathryn Siewert (RI, 1280L) • “Day of Infamy,” Franklin D. Roosevelt (RI, 1220L) • “Fourteen-Part Message,” Japanese Foreign Ministry (RI, 1170L) • “War in the Pacific,” Edison McIntyre (RI, 1030L) • “Riverside’s Miné Okubo,” Mary H. Curtis (RI, NL) 	<ul style="list-style-type: none"> • <i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>, Carlotta Walls LaNier and Lisa Frazier Page (RI, NL) • <i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i>, Shelley Tougas (RI, NL) • “The Editorial Position of the <i>Arkansas Gazette</i> in the Little Rock School Crisis,” University of Arkansas Libraries, as (RI, NL) • Jim Crow Laws,” National Park Service, as found at http://www.nps.gov/malu/forteachers/jim_crow_laws.htm. (RI, 1710L) • 14th Amendment to the U.S. Constitution. (RI, 1650L) • <i>Plessy v. Ferguson</i>, Supreme Court case (RI, 1350L) 	<ul style="list-style-type: none"> • “Antibiotic Debate Overview,” PBS (RI, NL) • “The Economic Impact of the Indiana Livestock Industries,” Carlos Mayan and Kevin T. McNamara (RI, 1390L) • “Genetically Engineered Crops-What, How and Why,” Pamela Ronald (RI, 1380L) • “Understanding Concentrated Animal Feeding Operations and Their Impact on Communities,” Carrie Hribar and Mark Schulz (RI, 1360L) • “Interview with an Organic Farmer,” Expeditionary Learning (RI, 1330L) • “Nitrogen fertilizer is bad stuff-and not just because it could blow up your town,” Tom Laskaway (RI, 1300L) • “Food Deserts,” Betsy Dru Tecco (RI, 1250L) • “The Cultivation of Agricultural Subsidies,” PBS (RI, 1080L)
<p>Performance Task</p>	<p>Free Verse Narrative Poems “Inside Out” and “Back Again” (RI.8.1, RI.8.2, W.8.3a, b, d, W.8.4, W.8.4a, W.8.5, W.8.7, W.8.9, L.8.1, L.8.2, and L.8.6) scaffolded narrative poetry</p>	<p>Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RL.8.2, RL.8.3, W.8.3, W.8.4, and W.8.11b) scaffolded narrative</p>	<p>Character Confessional Narrative (RL.8.2, RL.8.3, W.8.3, W.8.4, W.8.9a, and W.8.11b) scaffolded narrative</p>	<p>Narrative Writing: Becoming Visible after Internment Presentation and Reflection (W.8.3, W.8.6, W.8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2, L.8.2c, and L.8.3) scaffolded narrative</p>	<p>Narrative Writing: “Snapshot in a Journey” Presentation and Reflection (W.8.3, W.8.6, 8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2a and L.8.3) scaffolded narrative</p>	<p>Visual Presentation of Position Paper (RI.8.1, W.8.1, W.8.9 and W.8.9b) research paper</p>

Unit-Level Assessments

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Mid-Unit 1	Getting to Know a Character: What Details in the Text Help Us Understand Ha? (RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a) selected response and extended response	Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society" (RI.8.2, RI.8.5, and RI.8.6) Selected response and short constructed response	Analyzing an Author's Argument and Text Structure (RI.8.2, RI.8.5, and RI.8.6) Selected response and short constructed response	Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (RI.8.1 and RI.8.9) graphic organizer with short constructed response	Fishbowl Speaking Notes: Understanding "Separate but Equal" (The Court's Decision and The Dissenting Opinion) (RI.8.1 and RI.8.9). graphic organizer with short constructed response	Analyzing Author's Purpose in Speech and Text (L.8.4b-d, RI.8.6, SL.8.2 and SL.8.2a) graphic organizer
End of Unit 1	Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Texts (RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9) extended response	Analyzing Author's Craft in <i>To Kill a Mockingbird</i> and the Poem "Solitude": Allusions, Text Structure, Connections to Traditional Themes, and use of Figurative Language (RL.8.4, RL.8.5, RL.8.9, and L.8.5a) graphic organizer, selected response and short constructed response	Text to Film Comparison (RL.8.1, RL.8.6, and RL.8.7) graphic organizer, selected response, and short constructed response	Fishbowl Discussion: Comparing Conflicting Accounts of the Pearl Harbor Attack (RI.8.9 and SL.8.1) discussion (using graphic organizer as speaking notes)	Fishbowl Discussion: Understanding Conflicting Claims on "Separate but Equal" (RI.8.9 and SL.8.1) discussion (using graphic organizer as speaking notes)	Evaluating Claims and Advocating Persuasively (RI.8.8, RI.8.9a, W.8.9b, SL.8.2, SL.8.2a and SL.8.3) graphic organizer and discussion
Mid-Unit 2	Analyzing an Informational Text about a Refugee Experience (RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9) graphic organizer, selected response, and short constructed response	Text to Film and Perspective Comparison of <i>To Kill a Mockingbird</i> (RL.8.2, RL.8.6, and RL.8.7) graphic organizer, selected response, and short constructed response	Analyzing Narrative Structure and Author's Craft (RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.9, and L.8.5a) graphic organizer, selected response, and short constructed response	Evaluating and Classifying Primary Sources (RI.8.7) graphic organizer	Evaluating and Classifying Primary Sources (RI.8.7) graphic organizer	Research Simulation (W.8.7 and W.8.8) Selected response and short constructed response
End of Unit 2	Analysis Essay: Explain the Significance of the Novel's Title and Its Relationship to Universal Refugee Experiences and Ha's Character (RL.8.1, RL.8.3, RL.8.4, RL.8.6a, RL.8.11, W.8.2, W.8.4, W.8.5, and W.8.9) scaffolded essay	Argument Essay: Taking a Stand (RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9a, L.8.2a, and L.8.2b) scaffolded essay	Argument Essay: Controlling Others in A Midsummer Night's Dream (RI.8.2, W.8.1, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.9a, L.8.2, L.8.2a, and L.8.2b) scaffolded essay	Informational Essay and Commentary: The Invisibility of Captives during WWII (W.8.2, W.8.9, L.8.2c, L.8.3) scaffolded essay	Informational Essay: The Role of the Media in the Story of the Little Rock Nine (W.8.2, W.8.9, L.8.2c, and L.8.3) scaffolded essay	Position Speech: Which of Michael Pollan's four food chains would best feed the United States? (SL.8.4, SL.8.5, and SL.8.6) oral presentation

Mid-Unit 3	Best First Draft of “Inside Out” Poem (RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b) on-demand narrative poem	Mid-Unit 3 Assessment: Readers Theater Scene Selection: Justification (RL.8.1, and W.8.9a) extended response	Confessional Narrative Character and Scene Selection: Justification (RL.8.1 and W.8.11b) extended response	Single-Draft Narrative Writing (W.8.3, L.8.1, L.8.1b, L.8.1c, L.8.2 and L.8.3) on-demand narrative	Single-Draft Narrative Writing (W.8.3, L.8.1, L.8.1b, L.8.1c, L.8.2, and L.8.3) on-demand narrative.	Draft Position Paper: Which of Michael Pollan’s four food chains would best feed the United States? (W.8.1, W.8.1a, W.8.1b, and W.8.1e) scaffolded essay
End of Unit 3	Best First Draft of “Back- Again” Poem (RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b) on-demand narrative poem	Readers Theater Commentary (RL.8.2, RL.8.3, and W.8.11) extended response	Commentary on Confessional (RL.8.2, RL.8.3, W.8.11, and W.8.11b) extended response	Analysis of Language Techniques (L.8.1a, L.8.1d, and L.8.5, L.8.5b, L.8.5c) selected response and short constructed response	Analysis of Language Techniques (L.8.1a, L.8.1d, and L.8.5)	Final Position Paper: Which of Michael Pollan’s four food chains would you choose to feed the United States? (RI.8.1, W.8.1c, W.8.1d and W.8.9) scaffolded essay and written reflection

Global: 8th Grade Math Algebra 1 Module Scope and Sequence

Module 1: Relationships Between Quantities and Reasoning with Equations and Their Graphs

Module 2: Descriptive Statistics

Module 3: Linear and Exponential Functions

Module 4: Polynomial and Quadratic Expressions, Equations and Functions

Module 5: A Synthesis of Modeling with Equations and Functions

Summary of Year

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Alignment Chart

Module and Approximate Number of Instructional Days	Learning Standards Addressed in Algebra I Modules
<p>Module 1: Relationships Between Quantities and Reasoning with Equations and Their Graphs (40 days)</p>	<p>Reason quantitatively and use units to solve problems.</p> <p>N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>Interpret the structure of expressions</p> <p>A-SSSE.1 Interpret expressions that represent a quantity in terms of its context.</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i></p> <p>A-SSE.2 Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i></p> <p>Perform arithmetic operations on polynomials</p> <p>A-APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Create equations that describe numbers or relationships</p> <p>A-CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p> <p>A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p>

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	<p>A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> <p>A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p> <p>Understand solving equations as a process of reasoning and explain the reasoning</p> <p>A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p>Solve equations and inequalities in one variable</p> <p>A-REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>Solve systems of equations</p> <p>A-REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p> <p>Represent and solve equations and inequalities graphically</p> <p>A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>A-REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p>

Module and Approximate Number of Instructional Days	Learning Standards Addressed in Algebra I Modules
Module 2: Descriptive Statistics (25 days)	<p>Summarize, represent, and interpret data on a single count or measurement variable</p> <p>S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).[★]</p> <p>S-ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).[★]</p> <p>Summarize, represent, and interpret data on two categorical and quantitative variables</p> <p>S-ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.[★]</p> <p>S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.[★]</p> <ol style="list-style-type: none"> Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</i> Informally assess the fit of a function by plotting and analyzing residuals. Fit a linear function for a scatter plot that suggests a linear association. <p>Interpret linear models</p> <p>S-ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.[★]</p> <p>S-ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.[★]</p> <p>S-ID.9 Distinguish between correlation and causation.[★]</p>

Module and Approximate Number of Instructional Days	Learning Standards Addressed in Algebra I Modules
<p>Module 3: Linear and Exponential Functions (35 days)</p>	<p>Write expressions in equivalent forms to solve problems</p> <p>A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%</i></p> <p>Create equations that describe numbers or relationships</p> <p>A-CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>★</p> <p>Represent and solve equations and inequalities graphically</p> <p>A-REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★</p> <p>Understand the concept of a function and use function notation</p> <p>F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i></p>

Module and Approximate Number of Instructional Days	Learning Standards Addressed in Algebra I Modules
	<p>Interpret functions that arise in applications in terms of the context</p> <p>F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>★</p> <p>F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i>★</p> <p>F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★</p> <p>Analyze functions using different representations</p> <p>F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i></p> <p>Build a function that models a relationship between two quantities</p> <p>F-BF.1 Write a function that describes a relationship between two quantities.★</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>Build new functions from existing functions</p> <p>F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p>

Module and Approximate Number of Instructional Days	Learning Standards Addressed in Algebra I Modules
	<p>Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.★</p> <ol style="list-style-type: none"> Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. <p>F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).★</p> <p>F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.★</p> <p>Interpret expressions for functions in terms of the situation they model</p> <p>F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context.★</p>
<p>Module 4: Polynomial and Quadratic Expressions, Equations and Functions (30 days)</p>	<p>Use properties of rational and irrational numbers.</p> <p>N-RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p> <p>Interpret the structure of expressions</p> <p>A-SSSE.1 Interpret expressions that represent a quantity in terms of its context. ★</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients.

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	<p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i></p> <p>A-SSE.2 Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i></p> <p>Write expressions in equivalent forms to solve problems</p> <p>A-SSSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★</p> <p>a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>Perform arithmetic operations on polynomials</p> <p>A-APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Understand the relationship between zeros and factors of polynomials</p> <p>A-APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>Create equations that describe numbers or relationships</p> <p>A-CED.1²⁸ Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>★</p> <p>A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.★</p>

Module and Approximate Number of Instructional Days	Learning Standards Addressed in Algebra I Modules
	<p>Solve equations and inequalities in one variable</p> <p>A-REI.4 Solve quadratic equations in one variable.</p> <ol style="list-style-type: none"> Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. <p>Represent and solve equations and inequalities graphically</p> <p>A-REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>★</p> <p>F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i>★</p> <p>F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★</p> <p>Analyze functions using different representations</p> <p>F-IF.7 Graph functions expressed symbolically and show key features★ of the graph, by hand in simple cases and using technology for more complicated cases.</p>

Module and Approximate Number of Instructional Days	Learning Standards Addressed in Algebra I Modules
	<p>F-IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p> <p>F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i></p> <p>Build new functions from existing functions</p> <p>F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p>
<p>Module 5: A Synthesis of Modeling with Equations and Functions (20 days)</p>	<p>Reason quantitatively and use units to solve problems.</p> <p>N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>Create equations that describe numbers or relationships</p> <p>A-CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>★</p> <p>A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.★</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>★</p> <p>F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.</p>

Module and Approximate Number of Instructional Days	Learning Standards Addressed in Algebra I Modules
	<p>F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★</p> <p>Build a function that models a relationship between two quantities</p> <p>F-BF.1 Write a function that describes a relationship between two quantities.★</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>F-LE.1 Distinguish★ between situations that can be modeled with linear functions and with exponential functions.</p> <p>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p> <p>F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph,★ a description of a relationship, or two input-output pairs (include reading these from a table).</p>

Attachment 9: School's Exit Standards

Grade 7 Mathematics

The Mathematics standards for grade 7 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 7 should know and be able to do in Mathematics.

NUMBER SENSE

GRADE 7
7.NS.1: Find the prime factorization of whole numbers and write the results using exponents.
7.NS.2: Understand the inverse relationship between squaring and finding the square root of a perfect square integer. Find square roots of perfect square integers.
7.NS.3: Know there are rational and irrational numbers. Identify, compare, and order rational and common irrational numbers ($\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$, π) and plot them on a number line.

COMPUTATION

GRADE 7
7.C.1: Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction, depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
7.C.2: Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
7.C.3: Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers.
7.C.4: Understand that integers can be divided, provided that the divisor is not zero, and that every quotient of integers (with non-zero divisor) is a rational number. Understand that if p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$.
7.C.5: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
7.C.6: Use proportional relationships to solve ratio and percent problems with multiple operations, such as the following: simple interest, tax, markups, markdowns, gratuities, commissions, fees, conversions within and across measurement systems, percent increase and decrease, and percent error.
7.C.7: Compute with rational numbers fluently using a standard algorithmic approach.
7.C.8: Solve real-world problems with rational numbers by using one or two operations.

ALGEBRA AND FUNCTIONS

GRADE 7
7.AF.1: Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions, including situations that involve factoring (e.g., given $2x - 10$, create an equivalent expression $2(x - 5)$). Justify each step in the process.
7.AF.2: Solve equations of the form $px + q = r$ and $p(x + q) = r$ fluently, where p , q , and r are specific rational numbers. Represent real-world problems using equations of these forms and solve such problems.
7.AF.3: Solve inequalities of the form $px + q (> \text{ or } \geq) r$ or $px + q (< \text{ or } \leq) r$, where p , q , and r are specific rational numbers. Represent real-world problems using inequalities of these forms and solve such problems. Graph the solution set of the inequality and interpret it in the context of the problem.
7.AF.4: Define slope as vertical change for each unit of horizontal change and recognize that a constant rate of change or constant slope describes a linear function. Identify and describe situations with constant or varying rates of change.
7.AF.5: Graph a line given its slope and a point on the line. Find the slope of a line given its graph.
7.AF.6: Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).
7.AF.7: Identify the unit rate or constant of proportionality in tables, graphs, equations, and verbal descriptions of proportional relationships.
7.AF.8: Explain what the coordinates of a point on the graph of a proportional relationship mean in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$, where r is the unit rate.
7.AF.9: Identify real-world and other mathematical situations that involve proportional relationships. Write equations and draw graphs to represent proportional relationships and recognize that these situations are described by a linear function in the form $y = mx$, where the unit rate, m , is the slope of the line.

GEOMETRY AND MEASUREMENT

GRADE 7
7.GM.1: Draw triangles (freehand, with ruler and protractor, and using technology) with given conditions from three measures of angles or sides, and notice when the conditions determine a unique triangle, more than one triangle, or no triangle.

7.GM.2: Identify and describe similarity relationships of polygons including the angle-angle criterion for similar triangles, and solve problems involving similarity.
7.GM.3: Solve real-world and other mathematical problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing. Create a scale drawing by using proportional reasoning.
7.GM.4: Solve real-world and other mathematical problems that involve vertical, adjacent, complementary, and supplementary angles.
7.GM.5: Understand the formulas for area and circumference of a circle and use them to solve real-world and other mathematical problems; give an informal derivation of the relationship between circumference and area of a circle.
7.GM.6: Solve real-world and other mathematical problems involving volume of cylinders and three-dimensional objects composed of right rectangular prisms.
7.GM.7: Construct nets for right rectangular prisms and cylinders and use the nets to compute the surface area; apply this technique to solve real-world and other mathematical problems.

DATA ANALYSIS, STATISTICS, AND PROBABILITY

GRADE 7

- 7.DSP.1:** Understand that statistics can be used to gain information about a population by examining a sample of the population and generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
- 7.DSP.2:** Use data from a random sample to draw inferences about a population. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
- 7.DSP.3:** Find, use, and interpret measures of center (mean and median) and measures of spread (range, interquartile range, and mean absolute deviation) for numerical data from random samples to draw comparative inferences about two populations.
- 7.DSP.4:** Make observations about the degree of visual overlap of two numerical data distributions represented in line plots or box plots. Describe how data, particularly outliers, added to a data set may affect the mean and/or median.
- 7.DSP.5:** Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Understand that a probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. Understand that a probability of 1 indicates an event certain to occur and a probability of 0 indicates an event impossible to occur.
- 7.DSP.6:** Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its relative frequency from a large sample.

7.DSP.7: Develop probability models that include the sample space and probabilities of outcomes to represent simple events with equally likely outcomes. Predict the approximate relative frequency of the event based on the model. Compare probabilities from the model to observed frequencies; evaluate the level of agreement and explain possible sources of discrepancy.

Grade 7 English Language Arts

Guiding Principle: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.i

READING: There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

GRADE 7: Literature

- **7.RL.1** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.
- **7.RL.2.1** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
- **7.RL.2.2** Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.
- **7.RL.2.3** Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).
- **7.RL.2.4** Students are expected to build upon and continue applying concepts learned previously
- **7.RL.3.1** Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.
- **7.RL.4.1** Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- **7.RL.4.2** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- **7.RL.3.2** Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.

GRADE 7: Non Fiction: ; There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

- **7.RN.1** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.
- **7.RN.2.1** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
- **7.RN.2.2** Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.
- **7.RN.2.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- **7.RN.3.1** Students are expected to build upon and continue applying concepts learned previously.
- **7.RN.3.2** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- **7.RN.3.3** Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.
- **7.RN.4.1** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.
- **7.RN.4.2** Compare and contrast a print or digital text with an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- **7.RN.4.3** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

GRADE 7: Vocabulary: There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

- **7.RV.1** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **7.RV.2.1** Use context to determine or clarify the meaning of words and phrases.
- **7.RV.2.2** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- **7.RV.2.3** Distinguish among the connotations of words with similar denotations.
- **7.RV.2.4** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).
- **7.RV.2.5** Consult general and specialized reference materials, both print and digital (e.g., dictionary, thesaurus, style guide), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.
- **7.RV.3.1** Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) within a story, poem, or play.
- **7.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- **7.RV.3.3** Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.

GRADE 7: WRITING: There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

- **7.W.1** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
- **7.W.2** Students are expected to build upon and continue applying concepts learned previously.
- **7.W.3.1** Write arguments in a variety of forms that –
 - Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Provide a concluding statement or section that follows from and supports the argument presented.

- **7.W.3.2** Write informative compositions in a variety of forms that –
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
 - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 - Establish and maintain a style appropriate to purpose and audience.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **7.W.3.3** Write narrative compositions in a variety of forms that –
 - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
 - Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide an ending that follows from and reflects on the narrated experiences or events.
- **7.W.4** Apply the writing process to –
 - Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults
 - Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.
- **7.W.5** Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
 - Formulate a research question.
 - Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
 - Assess the credibility and accuracy of each source.
 - Quote or paraphrase the information and conclusions of others.
 - Avoid plagiarism and follow a standard format for citation.
 - Present information, choosing from a variety of formats.
- **7.W.6.1** Demonstrate command of English grammar and usage.
- **7.W.6.1b** Verbs – Recognizing and correcting problems with subject/verb agreement.
- **7.W.6.1c** Adjectives and Adverbs –Students are expected to build upon and continue applying conventions learned previously.
- **7.W.6.1d** Phrases and Clauses –vRecognizing and correcting misplaced and dangling modifiers.

Grade 3 Math

The Mathematics standards for grade 3 are made up of 5 strands: Number Sense; Computation; Algebraic Thinking; Geometry; Measurement; and Data Analysis. The skills listed in each strand indicate what students in grade 3 should know and be able to do in Mathematics.

NUMBER SENSE

GRADE 3
3.NS.1: Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.
3.NS.2: Compare two whole numbers up to 10,000 using $>$, $=$, and $<$ symbols.
3.NS.3: Understand a fraction, $1/b$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b , as the quantity formed by a parts of size $1/b$. [<i>In grade 3, limit</i>
3.NS.4: Represent a fraction, $1/b$, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
3.NS.5: Represent a fraction, a/b , on a number line by marking off lengths $1/b$ from 0. Recognize that the resulting interval has size a/b , and that its endpoint locates the number a/b on the number line.
3.NS.6: Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line.
3.NS.7: Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent (e.g., by using a visual fraction model).
3.NS.8: Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model).
3.NS.9: Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.

COMPUTATION

GRADE 3
3.C.1: Add and subtract whole numbers fluently within 1000.
3.C.2: Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal
3.C.3: Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.
3.C.4: Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares
3.C.5: Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 =$

3.C.6: Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.

ALGEBRAIC THINKING

GRADE 3

3.AT.1: Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

3.AT.2: Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

3.AT.3: Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

3.AT.4: Interpret a multiplication equation as equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.

3.AT.5: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.AT.6: Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.

GEOMETRY

GRADE 3

3.G.1: Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.

3.G.2: Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.G.3: Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.

3.G.4: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$).

MEASUREMENT

GRADE 3

3.M.1: Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem).

3.M.2: Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.

3.M.3: Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.

3.M.4: Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents (e.g., \$4.59). Solve real-world problems to determine whether there is enough money to make a purchase.

3.M.5: Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different

3.M.6: Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

3.M.7: Find perimeters of polygons given the side lengths or by finding an unknown side length.

DATA ANALYSIS

GRADE 3

3.DA.1: Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step “how many more” and “how many less” problems regarding the data and make predictions based on the data.

3.DA.2: Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters.

READING

Grade 3: Reading: *Foundations*

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the learning outcomes for Reading.

- **3.RF.1** Apply foundational reading skills to build reading fluency and comprehension.
- **3.RF.4.1** Students are expected to build upon and continue applying concepts learned previously.
- **3.RF.4.2** Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
- **3.RF.4.3** Students are expected to build upon and continue applying concepts learned previously.
- **3.RF.4.4** Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).
- **3.RF.4.5** Know and use more difficult word families when reading unfamiliar words (e.g., -ight).
- **3.RF.4.6** Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).
- **3.RF.5** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Grade 3: Reading: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading:

- **3.RL.1** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- **3.RL.2.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **3.RL.2.2** Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
- **3.RL.2.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- **3.RL.2.4** Students are expected to build upon and continue applying concepts learned previously.
- **3.RL.3.1** Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
- **3.RL.3.2** Distinguish personal point of view from that of the narrator or those of the characters.
- **3.RL.4.1** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **3.RL.4.2** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Grade 3: Reading: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading:

- **3.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- **3.RN.2.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **3.RN.2.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **3.RN.2.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
- **3.RN.3.1** Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- **3.RN.3.2** Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order
- **3.RN.3.3** Distinguish one's own perspective from that of the author of the text.
- **3.RN.4.1** Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
- **3.RN.4.2** Compare and contrast the most important points and key details presented in two texts on the same topic.

Grade 3: Reading: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

- **3.RV.1** Build and use accurately conversational, general academic, and content-specific words and phrases.
- **3.RV.2.1** Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
- **3.RV.2.2** Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
- **3.RV.2.3** Standard begins at sixth grade.
- **3.RV.2.4** Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
- **3.RV.2.5** Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- **3.RV.3.1** Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- **3.RV.3.2** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
- **3.RV.3.3** Recognize the meanings of idioms in context.

Grade 3: Writing

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research, Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

- **3.W.1** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
- **3.W.2.1** Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.
- **3.W.2.2** Students are expected to build upon and continue applying concepts learned previously.
- **3.W.3.1** Write persuasive compositions in a variety of forms that –
 - State the opinion in an introductory statement or section.
 - Support the opinion with reasons in an organized way
 - Connect opinion and reasons using words and phrases.
 - Provide a concluding statement or section.
- **3.W.3.2** Write informative compositions on a variety of topics that –
 - State the topic, develop a main idea for the introductory paragraph, and group related information together.
 - Develop the topic with facts and details.
 - Connect ideas within categories of information using words and phrases.
 - Use text features (e.g., pictures, graphics) when useful to aid comprehension.
 - Provide a concluding statement or section.
- **3.W.3.3** Write narrative compositions in a variety of forms that –
 - Establish an introduction (e.g., situation, narrator, characters).
 - Include specific descriptive details and clear event sequences.
 - Include dialogue.
 - Connect ideas and events using introduction and transition words.
 - Provide an ending.
- **3.W.4** Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.
- **3.W.5** Conduct short research on a topic.
 - Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).
 - Locate information in reference texts, electronic resources, or through interviews.
 - Recognize that some sources may be more reliable than others.
 - Record relevant information in their own words.
 - Present the information, choosing from a variety of formats.

- **3.W.6.1a** Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).
- **3.W.6.1b** Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.
- **3.W.6.1c** Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.
- **3.W.6.1d** Standard begins at fourth grade.
- **3.W.6.1e** Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
- **3.W.6.2** Demonstrate command of capitalization, punctuation, and spelling, focusing on:
- **3.W.6.2a** Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.
- **3.W.6.2b** Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives.
 - Using quotation marks to mark direct speech.
 - Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).
- **3.W.6.2c** Spelling –
 - Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
 - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.

Attachment 10: School Calendar and Schedule

Global Leadership Academy 2016-2017 Academic Calendar

Jul-16							Aug-16							Sep-16							Oct-16									
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
					1	2			1	2	3	4	5	6							1	2	3							1
3	4	5	6	7	8	9		7	8	9	10	11	12	13		4	5	6	7	8	9	10		2	3	4	5	6	7	8
10	11	12	13	14	15	16		14	15	16	17	18	19	20		11	12	13	14	15	16	17		9	10	11	12	13	14	15
17	18	19	20	21	22	23		21	22	23	24	25	26	27		18	19	20	21	22	23	24		16	17	18	19	20	21	22
24	25	26	27	28	29	30		28	29	30	31					25	26	27	28	29	30			23	24	25	26	27	28	29
31																								30	31					
Nov-16							Dec-16							Jan-17							Feb-17									
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
		1	2	3	4	5						1	2	3		1	2	3	4	5	6	7					1	2	3	4
6	7	8	9	10	11	12		4	5	6	7	8	9	10		8	9	10	11	12	13	14		5	6	7	8	9	10	11
13	14	15	16	17	18	19		11	12	13	14	15	16	17		15	16	17	18	19	20	21		12	13	14	15	16	17	18
20	21	22	23	24	25	26		18	19	20	21	22	23	24		22	23	24	25	26	27	28		19	20	21	22	23	24	25
27	28	29	30					25	26	27	28	29	30	31		29	30	31						26	27	28				
Mar-17							Apr-17							May-17							Jun-17									
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
			1	2	3	4								1			1	2	3	4	5	6						1	2	3
5	6	7	8	9	10	11		2	3	4	5	6	7	8		7	8	9	10	11	12	13		4	5	6	7	8	9	10
12	13	14	15	16	17	18		9	10	11	12	13	14	15		14	15	16	17	18	19	20		11	12	13	14	15	16	17
19	20	21	22	23	24	25		16	17	18	19	20	21	22		21	22	23	24	25	26	27		18	19	20	21	22	23	24
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Jul-17							Aug-17																							
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9	10	11	12	13	14	15		13	14	15	16	17	18	19																
16	17	18	19	20	21	22		20	21	22	23	24	25	26																
23	24	25	26	27	28	29		27	28	29	30	31																		
30	31																													

	Summer staff PD
	Summer school (2:00 dismissal)
	Staff PD (No school)
	First day of school
	PD Day (2:00 dismissal)
	Reenforce/Conference (2:00 dismissal)
	Holiday (No School)
	Last day of Quarter
	Last day of school

Q1 - 40 (5 RE)

Q2 - 37 (4 RE)

Q3 - 38 (5 RE)

Q4 - 48 (3 RE)

163 quarterly instruction

17 reinforcement days

5 summer programming

185 TOTAL

	4th grade daily schedule			8th grade daily schedule		
	4A	4B	4C	8A	8B	8C
8:00 AM	Breakfast/ AM Routine (15)	Breakfast/ AM Routine (15)	Breakfast/ AM Routine (15)	Breakfast/ AM Routine (15)	Breakfast/ AM Routine (15)	Breakfast/ AM Routine (15)
8:05 AM						
8:10 AM	Advisory (10)	Advisory (10)	Advisory (10)	Advisory (10)	Advisory (10)	Advisory (10)
8:15 AM	Transition	Transition	Transition	Transition	Transition	Transition
8:20 AM						
8:25 AM						
8:30 AM						
8:35 AM						
8:40 AM						
8:45 AM						
8:50 AM						
8:55 AM						
9:00 AM						
9:05 AM						
9:10 AM	Math (90)	English Language Arts (90)	ArtMusic/ ForLang (60 A/B)	Math (90)	English Language Arts (90)	Sci/ SS (90 A/B)
9:15 AM						
9:20 AM						
9:25 AM						
9:30 AM			Transition			
9:35 AM						
9:40 AM			Flex time (25)			
9:45 AM						
9:50 AM						
9:55 AM						
10:00 AM	Transition	Transition	Transition	Transition	Transition	Transition
10:05 AM						
10:10 AM						
10:15 AM	Flex (25)					
10:20 AM						
10:25 AM						
10:30 AM	Transition					
10:35 AM						
10:40 AM						
10:45 AM						
10:50 AM		Math (90)	English Language Arts (90)	English Language Arts (90)	Math (90)	ArtMusic/ ForLang (90 A/B)
10:55 AM						
11:00 AM	Sci/ SS (60 A/B)					
11:05 AM						
11:10 AM						
11:15 AM						
11:20 AM						
11:25 AM						
11:30 AM						
11:35 AM	Transition	Transition	Transition	Transition	Transition	Transition
11:40 AM						
11:45 AM	Lunch (25 total with transitions)	Lunch (25 total with transitions)	Lunch (25 total with transitions)	Advisory (20)	Advisory (20)	Advisory (20)
11:50 AM						
11:55 AM	Transition	Transition	Transition			
12:00 PM						
12:05 PM	Advisory (20)	Advisory (20)	Advisory (20)			
12:10 PM				Lunch (25 total with transitions)	Lunch (25 total with transitions)	Lunch (25 total with transitions)
12:15 PM						
12:20 PM	Transition	Transition	Transition	Transition	Transition	Transition
12:25 PM						
12:30 PM						
12:35 PM						
12:40 PM						
12:45 PM	ArtMusic/ ForLang (60 A/B)	Science/ Soc. St. (60 A/B)				
12:50 PM						
12:55 PM						
1:00 PM			Math (90)	Sci/ SS (90 A/B)	ArtMusic/ ForLang (90 A/B)	Math (90)
1:05 PM						
1:10 PM						
1:15 PM						
1:20 PM						
1:25 PM	Transition	Transition				
1:30 PM						
1:35 PM						
1:40 PM						
1:45 PM						
1:50 PM						
1:55 PM						
2:00 PM		ArtMusic/ ForLang (60 A/B)	Transition	Transition	Transition	Transition
2:05 PM						
2:10 PM	English Language Arts (90)					
2:15 PM						
2:20 PM						
2:25 PM			Science/ Soc. St. (60 A/B)			
2:30 PM						
2:35 PM						
2:40 PM						
2:45 PM		Flex time (25)		ArtMusic/ ForLang (90 A/B)	Sci/ SS (90 A/B)	English Language Arts (90)
2:50 PM						
2:55 PM						
3:00 PM	Transition	Transition	Transition			
3:05 PM						
3:10 PM						
3:15 PM	Flex time (25)	Flex time (25)	Flex time (25)			
3:20 PM						
3:25 PM						
3:30 PM						

4th grade daily schedule

A Global 4th grader will receive 90 minutes of math and English language arts instruction on a daily basis. In addition there will be an additional 25 minutes each day for additional instruction or remediation in those areas as needed. Students will receive an hour of arts or music and foreign language on an alternating A/B schedules. The same is true for science and social studies.

8th grade daily schedule

8th graders at Global Leadership Academy will be on a block schedule with alternating A and B days. However, they will receive a double block of math and English instruction meeting on a daily basis.

The schedule below depicts how a Global student would progress from pre-kindergarten through 12th grade. While future decisions regarding sequencing, electives and block scheduling are at the school director's discretion, it does accurately reflect how instructional time is used throughout a student's academic career. Focusing on math and literacy in early grades would prepare them to take a more balanced course load as they advance, eventually leaving time for computer science, foreign language, and arts electives in high school.

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
8:00-8:30	AM Routine	AM Routine	AM Routine	AM Routine	AM Routine	AM Routine	AM Routine	AM Routine	AM Routine	AM Routine	AM Routine	AM Routine	AM Routine	AM Routine
8:30-9:00	Literacy and Writing	Literacy and Writing	Literacy and Writing	Literacy and Writing	Literacy and Writing	ELA	ELA	ELA	ELA	ELA	English 9	English 10	AP Language	AP Literature
9:00-9:30														
9:30-10:00														
10:00-10:30														
10:30-11:00	Math and Problem Solving	Math and Problem Solving	Math and Problem Solving	Math and Problem Solving	Math and Problem Solving	Math and Logic	Math and Logic	Math and Logic	Math and Logic	Algebra I	Geometry	Algebra II	Trig/ Pre-Calc	AP Calculus
11:00-11:30														
11:30-12:00	Problem Solving	Solving	Solving	Solving	Solving	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
12:30-1:00	Art/ Music	Art/ Music	Art/ Music	Art/ Music	Art/ Music	Science/SS	Science/SS	Science/SS	Science/SS	Biology/ USH	For. Lang.	For. Lang.	Arts Elective	Arts Elective
1:00-1:30	PE/ For. Lang.	PE/ For. Lang.	PE/ For. Lang.	PE/ For. Lang.	PE/ For. Lang.									
1:30-2:00	Sci/ SS	Sci/ SS	Sci/ SS	Sci/ SS	Sci/ SS									
2:00-2:30	Flex time	Flex time	Flex time	Flex time	Flex time	Arts/ For. Lang	Arts/ For. Lang	Arts/ For. Lang	Arts/ For. Lang	Arts/ For. Lang	AP Bio	Chemistry	Physics	Elective
2:30-3:00	Recess/ Naps	Recess/ Naps	Recess	Recess	Recess									
3:00-3:30	Community	Community	Community	Community	Community	Flex Time	Flex Time	Flex Time	Flex Time	Arts/ For. Lang	AP USH	AP WH	Gov't Econ	Social Science Elective

Attachment 11: Enrollment Policy

Global Leadership Academy

The School

Global Leadership Academy is a tuition-free, non-selective public school serving students in grades k, 4, and 8, eventually growing to serve students in grades k-12. We are open to all students, and are dedicated to serving the students of the community in which we are located. To provide access for all students transportation will be provided to serve as many families to the best of our ability.

The Application

Families that are interested in their student attending Global Leadership Academy must fully complete an application online or submit it in person to our front office. All applications will be time stamped when submitted. Applications will be available December 1, 2015 at 8:00 a.m.; open enrollment will last until February 29, 2016 at 5:00 p.m.

The Lottery

If the number of applications exceeds the number of seats in a particular grade level, all the applications received during the open enrollment period will be entered into a lottery. The lottery will be held March 7, 2016 at 6:00 p.m. Students will be selected at random for all of the open seats and the remainder of the applications will be selected in order for their placement on the waitlist. Preference will be given to student applications for the following reasons in this order:

- 1) Siblings of any already enrolled student.
- 2) Students living within the boundary of Gary, Indiana.
- 3) Children of Global Leadership Academy staff

Students that are selected through the lottery will receive notification of their acceptance through email or U.S. mail when email is not available.

The Waitlist

All open enrollment applications will be selected during the lottery to determine their placement on the waitlist should there be more applications than available seats. If a student is placed on the waitlist, families will receive notification of their position on the waitlist through email or U.S. mail when email is not available. Applications received after the open-enrollment will be placed on the waitlist as they are received according to the timestamp on the application. If there remain open seats after the lottery, seats are awarded to student applications on a first-come first-serve basis. The waitlist is valid for the 2016-2017 school year. If you do not enroll for the 2016-2017 school year, you must reapply for the next school year.

Enrollment

New students and families must attend an enrollment meeting with a member of the school staff. At the enrollment meeting, families will need to submit a proof of residency, release of records, birth certificate, immunization records and IEP documentation when applicable. Families and students will receive the student handbook and receive an introduction to the expectations of Global students. Enrollment meetings will begin March 21, 2016 and families must sign up for a scheduled meeting at the lottery? How? Students who do not fully complete an enrollment meeting will not be allowed to attend the first day of school. Students are expected to be in attendance on the first day of summer session, August 1, 2016 or risk forfeiting their spot for the school year.

Additional Information:

- Once a student is admitted to and enrolled in Global Leadership Academy they are guaranteed their spot for the remainder of their education with the school. (I.e. through 12th grade). However, to adequately predict our student population, students will need to submit a reenrollment letter to secure their spot for the next school year. Failure to do so may result in the loss of their spot.
- Students who withdraw from the school for any reason must re-apply through the lottery process to attend the school again.
- All students entering the school will be given an academic assessment to ensure that we are designing the best academic support plan when necessary. The results of this test will be used to tailor an instructional plan and may also result in a student being placed in a different grade level. This plan may include a shift in grade level. This decision, along with any other significant supports, would be made in conjunction with the parent.
- High school students enrolling after 9th grade will be assigned to a grade level based on the number of credits earned at their previous school(s). All attempts will be made to recover any missing credits to maintain their expected graduation date, but this is not guaranteed.
- Seats that become available throughout the school year will be filled at appropriate times to minimize disruption to the student's learning. Generally, seats will be filled at the semester, and on occasion, at the beginning of each quarter.
- Aside from the preferences stated above, no other considerations for enrollment will be made. Global Leadership Academy will abide by all IHSA policies regarding the transfer of student athletes.
- Global Leadership Academy is a public charter school. Global Leadership Academy does not discriminate against and admits students of any gender, race, color, religion, disability, national and ethnic origin, sexual orientation or gender identity.

Attachment 12: Discipline Policy

Global Leadership Academies' Discipline Policy

A copy of the discipline policy will be included in our school handbook which will be distributed annually to each student and reviewed at each back-to-school night. A signed copy of receipt will be kept on file at the school. In addition, each family will receive a copy of the discipline policy and review it with a member of staff at the time of their enrollment.

Dress Code: Our goal is to prepare students to dress appropriately as situations dictate. Therefore, Global Leadership Academy does not mandate a specific uniform, but does expect respectful adherence to our dress code. At school, we believe this includes attention to neatness, cleanliness, moderation and modesty when selecting the appropriate clothing. If students are given specific dress expectations (i.e. physical education, field trips, presentations, etc.) they are expected to abide by those expectations. In addition, every student deserves to feel emotionally and physically safe at school. Any clothing selection that undermines these goals will be addressed immediately and students will be asked to fix or change their outfit.

Guidelines for Student Clothing

- All students, when issued, must wear their IDs on lanyards, around their neck.
- All outerwear, including jackets and fleeces, must be removed and stored upon arrival to school. They are not to be worn throughout the school day or in class.
- No hats, hoods, hoodies, or scarves are to be worn on the head in the school building.
- Any chain (non-jewelry), lock, excessive keys or otherwise intimidating accessory worn on the student's person is not permitted.
- Clothing with logos from other high schools is not permitted.
- Pants, skirts and shorts should be of an appropriate, relaxed fit – neither too tight nor too loose.
- Pants and shorts are to be worn around the waist. Belts are required when necessary to keep pants at the appropriate level. Underwear, shorts worn underneath or other undergarments are not to be visible at any time.
- Sweat pants, pajama pants or fleece pants are not permitted.
- Skirts, dresses and shorts must be a minimum length that reaches past the fingertips when arms are relaxed by the student's side. Even if leggings or tights are worn underneath, the appropriate length must be met.
- Leggings are not to be worn as pants but may be worn under skirts, shorts or dresses of appropriate length.
- Shirts should be of reasonable size, not excessively large or small. Shoulders, stomach, back, cleavage, and all undergarments must be completely covered at all times.
- No clothing may indicate any gang, neighborhood, or group affiliation. This includes, but is not limited to specific colors and logos, as well as, homemade, airbrush, or remembrance shirts.
- No clothing or accessories may include profanity, vulgarity, slurs, or innuendo or reference to sexual activity, violence, or drugs/alcohol/tobacco.
- Slippers, flip-flops, or any version of a house-shoe are not permitted.

- Heels should be of an appropriate height. If shoes impede a student's ability to move easily, the school can request them to change.
- Excessive body piercings and visible tattoos are not permitted. The school reserves the right to define excessive.

Locker and Personal Searches: A locker, desk, cubby or other storage device that is the property of the school, nor its contents, is presumed to have no expectation of privacy.

Lockers and other school property along with its contents may be searched at any time. The school will regularly engage in random, unannounced searches of school property and its contents. The search of randomly selected students is intended to be an unbiased preventative step in keeping the school environment safe.

Locker, school property and even personal searches may be conducted if there is reasonable suspicion of a violation of the school discipline policy. When circumstances dictate, regarding scope and urgency of the search, all attempts will be made to give parental notification as to existence of and reasons for the search.

Classroom Behaviors: Teachers will use a consistent age appropriate daily monitoring system to reinforce positive behaviors and correct negative behaviors in each classroom. We believe in recognizing acts and correcting behaviors at a small level throughout the day so that students are getting immediate feedback on their character development in the same way they are getting feedback about their academic progress.

Students will receive five positive points for their attendance each day. They may continue to earn positive points when recognized for exemplifying our school culture. Those behaviors may include but are not limited to:

Attendance (5 points daily)				
Purpose (1 point)	Team (1 point)	Joy (1 point)	Grit (1 point)	Power (1 point)
<ul style="list-style-type: none"> Prepared and ready to learn Getting started right away on a task Coming in early or staying late to work with a teacher Going above and beyond on an assignment 	<ul style="list-style-type: none"> Positively recognizes a teammate for their contribution Encourages a teammate to do better Helps a teammate when they need it Volunteers to help a teacher or the school 	<ul style="list-style-type: none"> Urgently making transitions Enthusiastically participating in class Showing school pride in an unexpected way Keeping a sense of humor and perspective during challenges 	<ul style="list-style-type: none"> Keeps working even if a goal is reached Persists through difficult work and does not give up Takes negative feedback or a poor grade with grace Demonstrates best effort even if result is poor 	<ul style="list-style-type: none"> Does the right thing without being told Stands up for what is right Takes initiative in solving a problem Contributes to the school community in a unique way

Students may lose one point at a time for any of the below behaviors, which are exhibited but not limited to:

Purpose (1 point)	Team (1 point)	Joy (1 point)	Grit (1 point)	Power (1 point)
<ul style="list-style-type: none"> Dress code violations that are immediately fixable (i.e. sagging pants, adjustment of clothing) 	<ul style="list-style-type: none"> Purposefully disruptive to the learning environment Rude gestures or language (smacked lips, rolled eyes, etc.) Name calling and other unkind behavior 	<ul style="list-style-type: none"> Late to school Late to any class during a transition Excessive time out of class Out of class without a pass 	<ul style="list-style-type: none"> Missing homework Incomplete homework Copying or cheating on minor assignments Clear lack of effort (messy, not meeting basic guidelines) 	<ul style="list-style-type: none"> Talking during instruction Off-task behavior Out of seat without permission Unprepared (basic classroom materials) Not following directions Food, candy, beverage (non-water)

Parents will have access daily to an online system that tracks behavior of students throughout the day, and may elect to receive e-mails updating them on their student's behavior. All families, will receive a printed behavior report on a weekly basis. It must be returned the next day signed by a parent/guardian.

It is our goal for each student to have a positive point balance at the end of each week. Point balances will be tracked on a weekly basis throughout the school year. Students will qualify for incentives such as field trips and additional privileges based on their point totals. Students who have negative point balances at the end of the week will receive additional intervention in the way of goal setting and monitoring in order to improve behavior. Students who consistently have negative balances or remain in the bottom 10% of point totals will receive additional interventions from school administration to improve behavior, such as daily behavior plans, frequent behavior conferences from staff, alternative seating or classroom assignments, etc.

School-wide violations: There are additional behaviors that will result in specific logical consequences that align with the misbehavior, but do not affect the classroom point totals. Parents will be notified of these behaviors within one school day of them occurring along with the decided consequence. Any teacher or staff member may write a referral for a student engaging in the behaviors below. In addition to the list of consequences below, school administration may implement lunch detentions or exclusion from non-essential school activities as further consequence.

Category	Behaviors	Possible Consequences
Dress code	<ul style="list-style-type: none"> ▪ Dress code violations that cannot be easily repaired ▪ Dress code violations that interfere with the emotional or physical safety of the learning environment 	<ul style="list-style-type: none"> ▪ Referral ▪ Parental notification ▪ Change of clothing before being admitted to class (school or home provided)
Academic Dishonesty	<ul style="list-style-type: none"> ▪ Collaborating on work beyond the boundaries established by teacher on a major assignment ▪ Cheating or copying off another student's work on a major assignment ▪ Knowingly allowing another student to cheat or copy off your work on a major assignment ▪ Accessing or disseminating answers of a test to gain advantage ▪ Plagiarism ▪ Not adhering to established testing environment expectations, especially during standardized tests 	<ul style="list-style-type: none"> ▪ Referral ▪ Parental notification ▪ Failure of assignment in question ▪ Completion of alternative assignment, with or without credit ▪ Incomplete credit until mastery is honestly demonstrated by student ▪ Failure of the course for the term in question ▪ Removal from the course ▪ Invalidation of testing results ▪ Report to proper testing authorities as necessary
Disruption of the learning environment	<ul style="list-style-type: none"> ▪ Willful defiance of instructions ▪ Severe interruption of learning ▪ Aggressive verbal or physical interactions ▪ Tantrums 	<ul style="list-style-type: none"> ▪ Referral ▪ Removal from the classroom ▪ Conference with parent/guardian ▪ Public apology to those affected ▪ Additional behavior interventions
Destruction of property	<ul style="list-style-type: none"> ▪ Graffiti ▪ Willful destruction of school or other's property requiring minor repair/ cleaning ▪ Possession of lighter, matches ▪ Possession of fireworks 	<ul style="list-style-type: none"> ▪ Referral ▪ Cleaning of property damaged ▪ Replacement of property damaged or equivalent monetary value ▪ Community service to person or area affected

		<ul style="list-style-type: none"> ▪ Confiscation of materials, not to be returned
Sexual Activity	<ul style="list-style-type: none"> ▪ Public displays of affections ▪ Possession or distribution of pornography 	<ul style="list-style-type: none"> ▪ Referral ▪ Parental notification ▪ Confiscation of materials, not to be returned
Physical Aggression	<ul style="list-style-type: none"> ▪ Pushing/ shoving/ hitting that does not escalate ▪ Horseplay ▪ Not providing critical information to school staff that results in the physical or mental harm of another 	<ul style="list-style-type: none"> ▪ Referral ▪ Removal from classroom ▪ Parental notification ▪ Apology to those affected
Intimidation	<ul style="list-style-type: none"> ▪ Use of curse words, slurs or vulgarity, not directed at a specific person ▪ Bullying (verbally, physically, or electronically) 	<ul style="list-style-type: none"> ▪ Referral ▪ Parental notification ▪ Apology to those affected ▪ Referral ▪ Conference with affected parties
Electronic Devices	<ul style="list-style-type: none"> ▪ Device seen, heard, or used during the school day ▪ Device used in a way to disrupt the learning environment 	<ul style="list-style-type: none"> ▪ Referral ▪ Parental notification ▪ Confiscation of device to be returned at end of day ▪ Confiscation of device to be returned to parent ▪ Mandated daily submission of device upon arrival
Truancy	<ul style="list-style-type: none"> ▪ Walking out of a classroom without permission ▪ Skipping class or school ▪ Being at or in prohibited areas before and after school 	<ul style="list-style-type: none"> ▪ Referral ▪ Parental notification ▪ Limited passes ▪ Personal escort ▪ Parent conference ▪ Home visits ▪ Referral to CPS as necessary

Suspendable and Expellable offenses: According to Indiana Code, **IC 20-8.1-5.1-8**, student misconduct and substantial disobedience are grounds for suspension and expulsion. Those behaviors, as defined by Global Leadership Academy, are listed in, but not limited to the table below. These behavior expectations apply on school grounds immediately before or during school hours, or immediately after school hours, or at any other time when the school is being used by a school group; off school grounds at a school activity, function, or event; or traveling to or from school or a school activity, function, or event.

Additionally, according **IC 20-8.1-5.1-9**, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds if:

- 1) the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or
- 2) the student's removal is necessary to restore order or protect persons on school property; including an unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

Suspension: Students who commit a suspension worthy offense will receive written and verbal notification of the suspension on the day that the suspension decision is made. The length of the suspension will take into account the severity and circumstances of the offense along with the student's behavioral record. Suspensions will generally be administered in either one, two, three or five day increments. In order to be readmitted to class from suspension, a parent/guardian must have a reinstatement conference with a member of the administration. Any days of instruction that are missed due to a lack of parent conference will be recorded as unexcused absences.

Expulsion: Students who commit an expulsion worthy offense will be initially suspended for ten days wherein an expulsion hearing will be held. The student's parent/guardian(s) will receive written and verbal notification of the expulsion, reasons for the expulsion, and initial schedule of the hearing with the Executive Director. The Executive Director will make the final determination and notify the parents in writing of the final decision. Should the parent/guardian fail to attend or reschedule the expulsion hearing within the ten day suspension, they forfeit all rights to contest and appeal the decision. All appeals must be made in writing within fifteen days of the decision to the Board of Directors.

All decisions regarding suspension or expulsion, as they pertain to students with disabilities will be made in accordance with the IDEA and rules adopted by the Indiana State Board of Education.

	Expulsion	Suspension
Weapons	<ul style="list-style-type: none"> ▪ Possession of a firearm or destructive device as defined by Indiana law ▪ Possession of a deadly device (knife, pellet gun) ▪ Use of a weapon or other objects in a physical altercation in a manner to cause harm 	<ul style="list-style-type: none"> ▪ Willfully scratching or cutting another student with school materials ▪ Possession of a pocket knife or small blade
Destruction of property	<ul style="list-style-type: none"> ▪ Setting a fire purposefully not for educational purposes 	<ul style="list-style-type: none"> ▪ Willfully destroying school property or property of others beyond cleaning/minor repair ▪ Use of lighter or matches other than for an intended educational purpose ▪ Use of fireworks or stink bomb

Drugs	<ul style="list-style-type: none"> ▪ Sale, distribution or possession of an amount that would indicate an intent to sell/distribute drugs, tobacco or alcohol ▪ Use of marijuana, tobacco or alcohol on school property ▪ Second offense of being in possession ▪ Under the influence or in possession of serious narcotics or prescription drugs other than their intended use 	<ul style="list-style-type: none"> ▪ In possession of drug paraphernalia on school property ▪ Under the influence of marijuana, tobacco, or alcohol on school property
Sexual Contact	<ul style="list-style-type: none"> ▪ Engaging in inappropriate physical or sexual conduct (consensual and non-consensual) 	<ul style="list-style-type: none"> ▪ Inappropriate verbal or physical contact of an affectionate or sexual nature (non-consensual) that constitutes harassment ▪ Public lewdness or indecent exposure
Physical Aggression	<ul style="list-style-type: none"> ▪ Fighting that results in serious physical harm ▪ Second fight or instigation of a fight 	<ul style="list-style-type: none"> ▪ Fighting ▪ Instigation of a fight ▪ Throwing objects that can cause bodily harm or property damage
Intimidation	<ul style="list-style-type: none"> ▪ Serious extortion or serious intimidation, of another student staff member or campus visitor ▪ Making a death threat or bomb threat 	<ul style="list-style-type: none"> ▪ Extortion or intimidation of another student, staff member, or campus visitor ▪ Use of curse words, slurs, or vulgarity with the intent to embarrass, disrespect, or insult another student, staff member, or campus visitor
Theft	<ul style="list-style-type: none"> ▪ Repeated offense of stealing, theft, robbery ▪ Repeated offense of possession or sale of stolen property 	<ul style="list-style-type: none"> ▪ Stealing, theft, or robbery ▪ Possession or sale of stolen property
Gang / Neighborhood	<ul style="list-style-type: none"> ▪ Soliciting non-students to campus for purpose of intimidation or physical aggression 	<ul style="list-style-type: none"> ▪ Engaging in a representation of gang affiliation (signs, handshakes, visible tattoos, graffiti, clothing, etc.) on school property
Electronic Devices		<ul style="list-style-type: none"> ▪ Recording the voice or image of another without consent
Truancy		<ul style="list-style-type: none"> ▪ Leaving school property without permission during the school day or other times of expected supervision

		<ul style="list-style-type: none"> ▪ Leaving supervision area on a field trip
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In accordance with Indiana state law, **IC 20-8.1-5.1-10 - Possession of firearms, deadly weapons, or destructive devices**, a student who is:

- 1) identified as bringing a firearm or destructive device to school or on school property; or
- 2) in possession of a firearm or destructive device on school property;

must be expelled for a period of at least one (1) calendar year, with the return of the student to be at the beginning of the first school semester after the end of the one (1) year period.

Attachment 13: Evidence of Support from Community Partners

In addition to the letters included in this attachment we have engaged in cultivation conversations with the following community members.

- Eddie Melton - Manager of Governmental and Community Relations at NIPSCO
- Tony Walker – Attorney, Indiana State Board of Education
- Craig Worries - Nonprofit Audit Director at McGladrey LLP
- Shelice Tolbert- Attorney, Gary Literacy Coalition
- Richard Leverett – Attorney, Former Chief of Staff for Mayor Freeman-Wilson
- Jami Beckham – Northwest Indiana Parents for Quality Education
- Claude Powers – Executive Vice President at Powers & Sons Construction Co.



March 10, 2015

Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

Dear Indian Charter School Board,

The Urban Teacher Education at Indiana University Northwest would like to express its support for Global Leadership Academy's proposed charter school. As a program, we are committed to the development of "star" urban teachers by exposing our students to the best practices in urban teaching. Around the country, we see more and more of the best urban schools are creating residency-training programs for their new teachers. We welcome the opportunity to partner with Global Leadership Academy to bring this best practice to the educational landscape of Gary, Indiana.

This unique opportunity will benefit UTEP's students, Global Leadership Academy students, and the greater community. We are excited to partner with Global Leadership Academy in this new endeavor because our participants will get a truly unique training experience that does not currently exist in the region. We believe that we will attract strong teaching candidates who want a rigorous development process and the opportunity to secure a position at a growing charter school. Additionally, the charter school will benefit from strong future teachers who are better prepared than ever to assume the responsibility of teaching in Gary. Finally, by providing a rigorous and innovative program we hope to attract even more teachers to the classrooms of Gary that will have a positive impact on the entire profession in Northwest Indiana.

IUN's UTEP program is excited to welcome Global Leadership Academy as a partner in improving educational opportunities in Gary. Another partner in the training and development of teachers and investment in the community, will benefit our children, our teachers and our community.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Brock".

Dr. Rochelle Brock
Associate Professor Urban Education
Executive Director
Urban Teacher Education Program
Indiana University Northwest



BOYS & GIRLS CLUBS
OF NORTHWEST INDIANA

Dear Indiana Charter School Board,

As the club director of the John Will Anderson Boys & Girls Club, I am writing this Letter in support of the Global Leadership Academy. As we continue to provide Services for youth in the city of Gary it is very important to support and work in conjunction with agencies that believe in hope and opportunity for youth to achieve academically. As a club site in an urban community we see firsthand the challenges that our youth face in school. Our current education system needs to be strengthened.

I believe that when parents have options to choose from for ensuring a quality education for their child or children we can better support the school districts in our community. As a parent and guardian it is very important for my granddaughters to receive a quality education. Schools need to be clean, bright and inviting for the students, parents, teachers and the school administrators every day. A school that resembles outdated fixtures, lack of daily up keeping and disgruntle staff definitely does not help a child to feel good about coming to school to learn. I have has the pleasure of working with many school administrators in the city of Gary, however I cannot say that the best working relationship was established with all. Ms. Chrissy Hart and Ms. Katie Kirley are professionals that have worked at the Lighthouse Charter School in Gary, Indiana. Dedication and commitment to advocate, provide resources for students and teachers, and work with other agencies in the city to assist parents and students is what most school districts do not have.

I am honored to support the Global Leadership Academy. As a nonprofit youth serving agency it is part of our mission to develop, assist and support our youth as they grow into successful and responsible young adults. Working with the Global Leadership Academy allows both the school and the club an opportunity to continue to change lives of young people as we prepare them for adulthood. We can provide hope and opportunity for youth, build self-esteem, develop skills, explore talents and enhance the relationships between home, school and youth serving agencies in the community. It will be a pleasure for the John Will Anderson Boys & Girls club site to support, promote and speak on their behalf. I understand that funds are limited across the state; however I know that in this urban community the Global Leadership Academy will render and produce the results of successful students because of a professional board of directors, ensuring hiring of professionals, work as a team to elevate professional development of all school employees and board members, ensure that relationships are established and maintained in the community, utilize all funding appropriately to provide a safe environment, quality equipment and updated learning resources. As the Charter School Board of Indiana looks the needs of youth in this urban community you will see that this school is needed. As a leader in the community, parent and advocate for youth, I thank you in advance for allowing the Global Leadership Academy to submit an application for consideration.

Sincerely Yours,

Rosemarie Joiner, JWA Club Director

Administrative Office
8392 Mississippi St., 2nd
Merrillville, IN 46410-6293
Tel (219) 881-1060
Fax (219) 881-7850
www.bgcnwi.org

Club Sites
Cedar Lake Club
13000 Fairbanks P.O. Box 1
Cedar Lake, IN 46303-1137

East Chicago Katherine Ho
2009 East 138th Street
East Chicago, IN 46312-246

Hammond Club
5840 Calumet Avenue
Hammond, IN 46320-2351

John Will Anderson Club
2700 West 19th Avenue
Gary, Indiana 46404-2605

Lake Station Club
4700 Central Avenue
Lake Station, IN 46405-2517

Merrillville Intermediate Sci
1400 West 61st Avenue
Merrillville, IN 46410-2417

One day, all children in this nation will have the opportunity to attain an excellent education.



To Whom It May Concern,

I am writing to express my support for the approval of the proposal for Global Leadership Academy. As an educator with deep commitment to the communities of Northwest Indiana, I believe this school would be an incredible asset to the students and families in this region.

Since 2007 Teach For America has partnered with education leaders in Northwest Indiana to provide a steady flow of passionate, effective teachers and school leaders. This assembly of leaders has flourished, developing important and unique ties the community, ever advancing opportunities for students to learn, grow and thrive. They have come to realize the critical importance of even more and better options for students and families as they choose where to go to school - thus, the desire to found Global Leadership Academy.

Global Leadership Academy, built on the foundational belief that all students can, and have the right to, achieve an excellent education, will forge deep partnerships with the community to become an enduring institution for students and their families. The educators that seek to establish this school will ensure that any teacher who enters the building will be dedicated to providing an education for their students that is steeped in cultural competence, high expectations and profound care.

Students emerging from Global Leadership Academy will be equipped with the hard and soft skills necessary to be thoughtful global citizens. They will know and value the opportunities their community provides, as well as opportunities to expand and explore other horizons. I know this to be true because time and again, the leaders seeking to found this school prove to be dedicated to educational equity for all students. As teachers they helped their students master academic material while also growing in confidence and finding joy in learning. As principals they partnered with parents and community leaders to open up the school doors and embraced the many ways in which children and adults can learn from and with each other.

It is with great pride and anticipation that I support the foundation of Global Leadership Academy.

Sincerely,

A handwritten signature in black ink that reads "Josh P. Anderson".

Josh Anderson
Executive Director
Teach For America, Chicago
300 West Adams Street, Suite 1000
Chicago, IL 60606
312.254.1000 ext. 19101
Josh.Anderson@teachforamerica.org



AN AMERICORPS PROGRAM

To Whom It May Concern:

I am writing to express my support for the school proposal being submitted by the team of Katie Kirley and Chrissy Hart. I believe the new school will greatly benefit the Northwest Indiana community by providing parents and students with a safe, engaging and highly rigorous learning environment.

During my time working in education throughout Lake County, I have met and engaged with several caring and dedicated adults; none of which are more committed to improving the lives of students and families throughout Northwest Indiana as Katie and Chrissy.

I first met the two during my time managing the educational programming for Legacy Foundation, Lake County's community foundation. I could immediately tell that even though they were not from the area, they fully understood the larger challenges facing the community. I could also see that they had a plan for solving for these challenges by improving the system of education – even if it was one student or one school at a time. The passion displayed by these two was only matched by their ability to organize others around a shared vision or mission.

As school leaders, I was able to see the high level of leadership they exhibited on a daily basis as well as their determination to connect to the greater community in an attempt to learn as much as possible. In the past, I have witnessed leaders or organizations enter into a community without seeking to understand the actual needs of its citizens. Entities - whether nonprofit organizations, corporations or even schools - cannot make a positive impact while operating this way. Katie and Chrissy both fully understand this and it is highly evident in their business model, general communication and day to day approach.

Students and parents need a school where their minds, bodies and souls are cultivated and provided the opportunity to grow. The majority of schools currently operating in Northwest Indiana do not focus on this type of approach and therefore are not providing students with the holistic educational experience they need and deserve. I can speak from experience when I say that Katie and Chrissy are fully aware of the needs of the students they will be working with and will do whatever they can to ensure they are prepared for the transition to college and/or career.

With the founding team and grassroots level support Katie and Chrissy have secured, I am sure the school will be successful from the first day the doors open. As a community leader, Northwest Indiana native and invested educational professional, I will do my part in supporting the school, its students and its overall mission in any way I can. I look forward to working with the team in the future and I am also excited to see the positive impact the school will have on its students and the overall community.

If you have any questions or need any more information, please don't hesitate to contact me.

Sincerely,

Barry Tyler Jr.

Barry Tyler Jr.

Director, Northwest Indiana Partnerships – Teach For America: Chicago

Northwest Indiana Community Leader

BarryTylerJr@ymail.com

219-789-0622

March 14, 2015

Dear Indiana Charter School Board,

I am a graduate student from Gary Lighthouse College Prep Academy. I am now attending Purdue University Calumet, studying Construction Management Engineering & Technology (CMET) and minoring in Organizational Leadership Supervision (OLS). Bold leaders like Ms. Hart Ms. Kirley, Ms. Morgan and my teachers are the main people that caused me to be in the great position that I am in today. Lighthouse made a lot of students such as myself prepared to go into college and the real world aware of the challenges that we will face and can occur in life.

As a prime example of the prestigious student that Lighthouse molded me into, I would love to see Global Leadership Academy launch and flourish in my community. I want to see the citizens here in Gary receive the same opportunity, if not better, that I received when I was a student at Lighthouse. It is truly a great opportunity and experience that I wish every student in Gary could have.

I ensure you that great leaders such as Ms. Hart, Ms. Kirley and The Global Leadership Academy team will impact this community with their knowledge, dedication, and vision to transcend all. I know that they will set a high standard for students in Gary and provide a competitive and rigorous academic program. The Global Leadership Academy team has a track record of success when it comes to favorable student outcomes. Global Leadership Academy is the choice that the students of Gary, Indiana need; and I fully endorse this team and this school.

If you have any questions or any more information I can provide you with contact me at:

- (Cell) 219-888-0314
- (Email) dcotten@purduecal.edu

Sincerely,
Derrick Cotten

Dear Indiana Charter School Board,

I am an advocate for educational equity for students in Gary, Indiana. As a current teacher in Gary, I would be pleased to have Global Leadership Academy as an option for young citizens in this city, as it will increase the number and type of opportunities for students here.

The Global Leadership Academy team has a track record of success when it comes to favorable student outcomes. I know that they will set a high bar for students in Gary, and provide a competitive and rigorous academic program. I am also confident that they will utilize Global Leadership Academy to grow a community of leaders who take actions in the community, rooted in vision and values.

This is my third year working in Northwest Indiana and my second working in the great city of Gary. I had the pleasure of working under the members of Global Leadership Academy team, during my first year in Gary. Having worked for several different administrative teams, I have noticed that there is something distinctly different about working for the Global Leadership Academy team. The leaders of the team have a strong vision. This vision is rooted in student achievement, but what the team does so well is consider everything that gets the school to this goal. The logistics of running a school that affect teachers, such as discipline systems, school wide student culture of achievement, staff culture and staff retention, were all things that were not only thought of but successfully handled by this administrative team. These systems allowed for teachers to focus on what being taught in their classrooms and see amazing academic growth for our students. I have never been more motivated to assure my students were getting the best quality education, as I did whilst working under the Global Leadership Academy team.

All students should have accessible to an amazing education. Global Leadership Academy would do just that.

Global Leadership Academy is the choice that the students of Gary, Indiana need; and I fully endorse this team and this school.

Please feel free to contact me anytime with any questions.

Sincerely,

Jee Su (Susie) Choi
jeesuchoi@gmail.com
704-989-4050

Dear Indiana Charter School Board,

I am an advocate for educational equity for students in Gary, Indiana. As a current teacher and a former teacher in Gary for three years, I would be pleased to have Global Leadership Academy as an option for young citizens in Gary, as it will increase the number and type of opportunities for students here. I know that students, parents, and community stakeholders alike need more high quality education options in their community, and this school would give them the opportunity they deserve.

The Global Leadership Academy team has a track record of success when it comes to favorable student outcomes. I have personally worked under the leadership of many members of the Global Leadership Academy team. From my experience, I can confidently say that they will set a high set a high bar for students in Gary, and provide a competitive and rigorous academic program. I know this team will also be dedicated in recruiting and developing a high caliber of staff to sustain their mission to ensure the students continue to meet their benchmarks. I am also confident that they will utilize Global Leadership Academy to grow a community of leaders who take actions in the community, rooted in vision and values.

Global Leadership Academy is the choice that the students of Gary, Indiana need; and I fully endorse this team and this school. I am confident the students and the community will benefit from having this academic opportunity.

Please feel free to contact me anytime with any questions.

Sincerely,

Julie Dreifuss
jrdreifuss@gmail.com
847-494-0624

Dear Indiana Charter School Board,

I am an advocate for educational equity for students in Gary, Indiana. As a former teacher who had the opportunity to serve underneath the leadership of Chrissy Hart, Katie Kirley, and Jamila Newman, I would be pleased to have Global Leadership Academy as an option for young citizens in Gary, as it will increase the number and type of opportunities for students here.

Not only does The Global Leadership Academy team have a track record of success when it comes to favorable student outcomes, but it also is comprised of three of the most passionate and dedicated educators I have ever known. I feel immensely confident in their ability to set a high bar for students, teachers, and vital stakeholders, while also attentively caring to and fostering relationships in their school community. I have been lucky enough to see their ability to do this first hand as I watched them seamlessly combine three campuses into one during the 2013-2014 school year. Teachers in our building felt supported, valued, and empowered to become change agents in the classroom. We all worked tirelessly toward our school's vision because we knew our leadership was working just as hard with us and for us. In addition, their leadership inspired a unique community of teacher learners and collaborators who were willing to embody a "do whatever it takes" attitude toward student achievement. Because of my experience working with this team of educators, I am certain that they will provide a competitive and rigorous academic program for the students of Gary. I am also confident that they will utilize Global Leadership Academy to grow a community of leaders who take actions in the community, rooted in vision and values.

Global Leadership Academy is the choice that the students of Gary, Indiana need; and I fully endorse this team and this school.

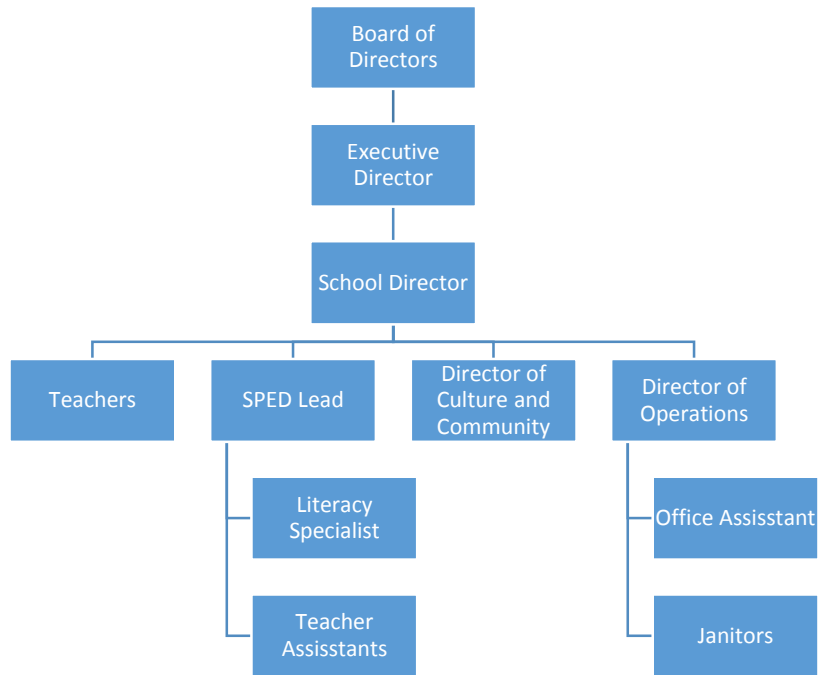
Please feel free to contact me anytime with any questions.

Sincerely,
Kristin Parry
kristinacparry@gmail.com
(203) 526-5272

Attachment 14: Organizational Charts

Year 1

Organizational Chart

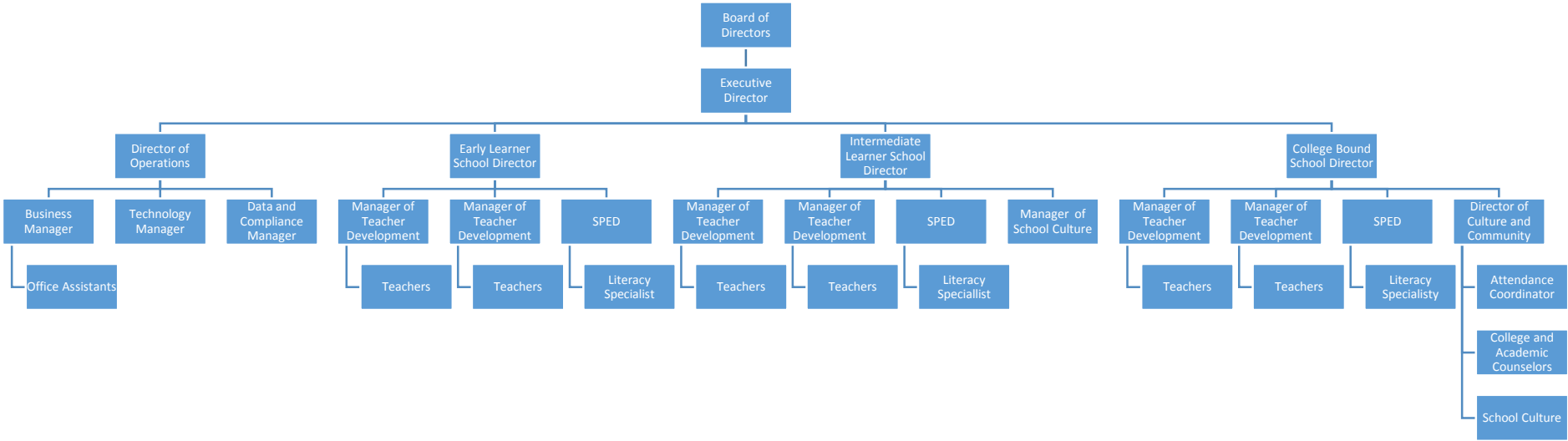


Staffing Needs

Executive Director	1
Director of Operations	1
Office assistant	1
Director of Culture and Community	1
Janitor	1
School Director	1
4 th Math	1
4 th ELA	1
8 th Math	1
8 th ELA	1
Science	1
Social Studies	1
Foreign Language	1
Music/Art	1
SPED	1
Literacy Specialist	1
Teacher Assistants	2
School Culture	1

Full Capacity (Year 5)

Organizational Chart



Staffing Needs

Executive Director	1
Director of Operations	1
Business Manager	1
Technology	1
Data and Compliance Manager	1
Director of Culture and Community	1
Janitors	3
School Director	1
Director of Teacher Development	2
Kindergarten Teachers	4
1 st grade teachers	4
2 nd grade teachers	3
3 rd grade teachers	3
k-3 Assistant Teachers	6
PE Teacher	1
Art/ Music Teacher	1
Foreign Language Teacher	1
SPED	1
Literacy Specialist	2
Office assistant	1
School Director	1
Director of Teacher Development	2
MS Math	4
MS ELA	4
MS Science	2
MS Social Studies	2
MS Foreign Language	2
MS Music/Art	1
MS Literacy Specialist	1
MS SPED	1
School Culture	1
Assistant Teachers	4
Office Assistant	1
School Director	1
Director of Teacher Development	2
HS Math/ STEM	5
HS English	4
HS Science	3
HS Social Studies	3
HS Foreign Language	3
HS Music/ Art	2
HS SPED	1
HS Literacy Specialist	1
School Culture	1
College counselor	2
Assistant Teachers	5
Office Assistant/ Attendance Coordinator	1

Teachers: Teachers will be supported by an instructional leader (School Director in years one and two; Directors of Teacher Development in years 3 and beyond) who will provide coaching in an individualized manner that best supports each teacher's individual growth and development. Teachers will work with their instructional leaders to develop opportunities to grow in their career whether that is seeking board certification, developing as a leader, or exploring additional opportunities to impact the school's mission. Teachers will also have the opportunity to serve as mentors to teaching assistants and new teachers.

Teacher Assistants: A key aspect of innovation is that all of our teaching assistants will come from our teaching training program in partnership with IUN's UTEP program. Teaching assistants will be paired with one or two classroom teachers to support instruction. Teaching assistants will have clearly defined schedules to work with teachers and throughout the year will assume increased instructional responsibilities.

Directors of Teacher Development: As the school grows, Directors of Teacher Development (DTD) will be added to the leadership team so that each teacher is receiving an exceptional level of support. This position provides teachers the support they need to be great, while providing new opportunities for our strong educators to grow professionally while remaining a part of the school. DTD's are ultimately responsible for their teachers' performance as reflected in evaluations and student achievement data.

School Director: Early in the life of the school, the school director will serve as the sole instructional leader. As the school grows, the school director will focus on supporting instruction through the DTD's. The school director will be responsible for ensuring that DTD's are getting the coaching and support they need to be the most effective coaches for the teachers. Additionally, they will support the career growth of instructional leaders to ensure there is a consistent leadership pipeline and succession plan that is in line with the school's and their own professional growth. Ultimately, the school director makes all final employment decisions for their school and owns its results.

Director of Culture and Community: This position also serves to facilitate access to community resources and help teachers and students become involved members of the community. Additionally, s/he will serve as additional support to teachers who need coaching and feedback in implementing systems in their classrooms to support a strong school culture. As the school grows, this position will grow into additional Directors of School Culture.

Director of Operations: Teachers must be well equipped with to execute at high level. The Director of Operations implements supply tracking systems to meet teacher's needs. By monitoring the effectiveness and efficiency of the resources supplied, inferior technologies and implements will be eliminated. This position also serves to create operational and facility systems that simplify the collection of student data that can be used for analysis.

Executive Director: School Directors are supported by the Executive Director, and it is his/her responsibility to ensure that the best school director is leading each campus. Each school director will receive feedback and professional development from the Executive Director. Additionally, s/he plans for sustainable growth and ensures there is a sufficient talent pipeline. Ultimately, the Executive Director owns the academic performance of each school.

Attachment 15: Start-up plan

First day of student attendance: August 1, 2016 (summer session); August 18, 2016 (fall semester begins)

Start Date	End Date	Task	Owner
Governance			
7/1/14	2/6/15	Build founding board and hold organizational meeting; hire executive director	
2/16/15	6/1/16	Apply for charter approval from ICSB	
5/1/16	6/1/16	Sign up school for Learning Connections and other relevant newsletters from DOE	
5/1/16	6/1/16	Establish School Identification number and set up in the STN application center	
Funding			
3/1/15	Ongoing	Establish fundraising campaign	Executive Director, Director of Operations
6/1/15	7/31/15	Apply for PCSP grant	Executive Director, Director of Operations
11/1/15	7/1/16	Apply for e-rate funding	Executive Director, Director of Operations
Facilities			
11/1/14	4/1/15	Identify facility needs and potential locations	Executive Director, Board
4/1/15	6/1/15	Evaluate locations and select site	Executive Director, Board
6/1/15	9/1/15	Sign lease with facility	Executive Director, Board
8/1/15	10/1/15	Develop long term facility plan based on initial location	Executive Director, Board
9/1/15	10/1/15	Procure contractor for any necessary renovations	Executive Director, Board
10/1/15	7/1/16	Inventory and tag all IT; inventory all school supplies	Director of Operations
11/1/15	5/1/16	Complete renovations as needed	Executive Director, Board
12/1/15	5/1/16	Order office supplies	Director of Operations
2/1/16	3/1/16	Obtain property insurance	Executive Director, Board
2/1/16	5/1/16	Procure signage for inside and outside of the building	Executive Director, Director of Operations
3/1/16	4/1/16	Complete needs analysis of classroom furniture, technology, office equipment, books	Director of Operations
3/1/16	7/1/16	Schedule all health, safety, ADA compliance inspections	Director of Operations
4/1/16	6/1/16	Order all classroom furniture, technology and accessories and equipment	Director of Operations

5/1/6	6/1/16	Contact police and fire departments for inspections	Director of Operations
4/1/16	7/1/16	Prepare building infrastructure, phone service, internet, copiers etc.	Director of Operations
5/1/16	7/1/16	Prepare building for opening; paint rooms, wax floors, order cleaning supplies	Director of Operations
5/1/16	7/1/16	Develop arrival/ dismissal and traffic flow plan; determine bus routes	School leader, Director of Operations
5/1/16	7/1/16	Orders cleaning and bathroom supplies	Director of Operations
6/1/16	6/30/16	Ensure that network and technology is functional	Director of Operations
6/1/16	7/1/16	Create emergency (fire, tornado, threat, etc.) plans and post	Director of Operations
Contracted Services			
10/1/15	2/1/16	Identify and contract with vendor for school lunch	Executive Director, Board
10/1/15	2/1/16	Identify and procure Student Information System	Executive Director, Board
10/1/15	2/1/16	Determine whether to contract or directly hire custodial staff	Executive Director, Director of Operations
10/1/15	2/1/16	Identify and contract with IT support services	Executive Director, Board
10/1/15	2/1/16	Contract for waste removal	Executive Director, Board
10/1/15	2/1/16	Research and contract with transportation services	Executive Director, Board
10/1/15	2/1/16	Research and contract with nursing services	Executive Director, Board
4/1/16	5/1/16	Select internet provider	Executive Director
5/1/15	6/1/15	Select webhosting and email service provider	Executive Director
6/1/16	7/1/16	Contract or hire custodial staff	Executive Director, Board
Curriculum and Technology			
1/1/16	5/1/16	Develop scope and sequences for each course	School Leader, teaching staff
1/15/16	6/1/16	Research and price potential curriculum resource options	Executive Director, School Leader
1/15/16	6/1/16	Identify technology needs for classroom instruction	Executive Director, School Leader
2/1/16	3/1/16	Select and set up initial contract with assessment programs/ platforms	Executive Director, School Leader
5/1/16	7/1/16	Write initial interim assessments	School Leader, teaching staff
6/1/16	7/31/16	Purchase needed classroom technology	School Leader, Director of Operations
6/1/16	7/31/16	Purchase curriculum with input of teaching staff whenever possible	School Leader, Director of Operations
Staffing			

6/1/15	10/1/15	Write job descriptions and post to website	Executive Director
6/1/15	7/1/16	Outreach for founding staff	Executive Director, School Leader
6/1/15	8/1/15	Begin hiring teachers and administrative staff for upcoming year	Executive Director and School Leader
6/1/15	9/1/15	Design benefit package for employees	Executive Director, Board
6/1/15	9/1/15	Write and finalize staff handbook	Executive Director
9/1/15	4/1/16	Excellent school site visits for administrative staff	Executive Director
10/1/15	Ongoing	Website is live with information on application and hiring process	Executive Director
1/1/16	4/1/16	Excellent school site visits for teaching staff when possible	Executive Director, School Leader
1/1/16	7/1/16	Onboard new hires	Executive Director, School Leader, Director of Operations
1/1/16	7/1/16	Conduct Employee background checks	Director of Operations
6/25/16	6/26/16	Staff retreat	Executive Director, School Leader
7/25/16	7/29/16	Summer professional development for staff	Executive Director, School Leader
7/25/16		All staff reports to school	Executive Director
Enrollment			
6/1/15	8/1/16	Partner with community groups to attract students and families to school	Executive Director
8/1/15	10/1/15	Finalize family handbook	Executive Director
10/1/15	8/1/16	Host parent meetings and information nights about school to recruit students	Executive Director
11/1/15	12/1/15	Create organizational system for enrollment documents and student files	Director of Operations
12/1/15	9/1/16	Make student applications live on website and available around the community	Executive Director
3/7/16		Hold lottery for incoming 4 th and 8 th grade classes	Executive Director
3/21/16	8/1/16	Requests for student records from previous schools	Executive Director, Director of Operations
3/21/16	8/1/16	Collect all acceptance packets and conduct additional outreach to complete enrollment	Executive Director
4/1/16	6/1/16	Create students database for student records, test scores, grades, tardiness, discipline	Executive Director
8/1/16	8/5/16	Reassess enrollment needs based on summer session	Executive Director
8/1/16	9/1/16	Additional student recruitment as needed to meet count day needs	Executive Director, Director of Community Outreach
Business Operations			

9/1/15	11/1/15	Determine payroll provider	Executive Director, Director of Operations
9/1/15	11/1/15	Approve fiscal policy; set up systems for reporting information and ensuring to ensure compliance with SBOA	Executive Director, Board
9/1/15	11/1/15	Conduct search for independent audit service	Executive Director, Board
9/1/15	11/1/15	Conduct search for health care and insurance provider	Executive Director, Board



Global Leadership Academy, Inc.

Charter School Insurance Indication

Note: All pricing is subject to revision when complete applications are submitted for underwriting. These are indications only.

Package:

Selective Insurance Company

AM Best Rating: A/ XIII

Coverage to include:

Property

Inland Marine

General Liability (\$1,000,000/ \$2,000,000)

Abuse/ Molestation Liability (\$1,000,000/ \$2,000,000)

Hired/Non-owned Auto Liability (\$1,000,000)

School Board Legal Liability (\$1,000,000/ \$2,000,000)

Employee Dishonesty (\$250,000)

Estimated Annual Premium: \$5,000

Cyber Liability:

Philadelphia Insurance Company

AM Best Rating: A++/ XV

Coverage to include:

\$1,000,000 Limit

Estimated Annual Premium: \$2,000

Directors & Officers and Employment Practices Liability:

Selective Insurance Company

AM Best Rating: A/ XIII

Coverage to include:

\$1,000,000/ \$2,000,000 Limit

Estimated Annual Premium: \$3,000

Workers Compensation:

Selective Insurance Company

AM Best Rating: A/ XIII

Coverage to include:

Statutory Benefits

Employers Liability (\$500,000/500,000/500,000)

Estimated Annual Premium: \$2,000

Umbrella:

Selective Insurance Company

AM Best Rating: A/ XIII

Coverage to include:

\$4,000,000 Limit

Excess of:

General Liability

Professional Liability

Auto Liability

Employers Liability

Estimated Annual Premium: \$3,000

INDIANA CHARTER SCHOOL BOARD

5-Year Pro Forma Budget Submission Template Spring 2015

|General Instructions for New School Applicants

- Complete the School Enrollment Projection tab in **ORANGE**
 - Complete the Year 0 - Budget and Cash Flow tab in **PURPLE**
 - Complete ALL FIVE annual budget tabs in **BLUE**
 - Complete ALL FIVE staffing tabs in **GREEN**
 - Enter information into the **WHITE** cells
 - Do not enter information into the **GREY** cells
- **NOTE:** Applicants proposing to operate a network of schools should add a worksheet or attach consolidated network's 5-Year pro-forma budget, reflecting all components - including the region of the Indiana network.
- We encourage applicants to contact the Indiana Department of Education Office of School Finance for information on Indiana's funding formula and all grant and operating funds available. Visit **<http://www.doe.in.gov>** for more information.

a separate file reflecting the
ial back office/central office -

ance to learn more about
ov/idoefinance for more

School Name: Global Leadership Academy

SCHOOL ENROLLMENT PROJECTIONS

[illegible][illegible]

11	12	TOTAL	% ELL	% SPED	% FRL
		160	1%	10%	80%
		400	1%	10%	80%
		640	1%	10%	80%
80		880	1%	10%	80%
80	80	1040	1%	10%	80%

11	12	TOTAL
		6
		16
		26
3		35
3	3	41

School Name: Global Leadership Academy		
	Year 0	Year 1
REVENUE		
State Revenue		
Basic Grant		\$ 808,499
State Matching Funds for School Lunch Program		\$ 4,500
Professional Development		\$ -
Technology Grants		\$ -
Remediation Program		\$ -
Full-Day Kindergarten		\$ -
Gifted and Talented Program		\$ -
Textbook Reimbursement		\$ 12,360
Summer School		\$ -
Other State Revenue (please describe)		\$ 342,560
Other State Revenue (please describe)		\$ 12,472
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 214,000	\$ 270,000
Facilities Assistance Program Grant		\$ -
Public Law 101-476 (IDEA)		\$ 8,310
Title I		\$ 166,400
Title II		\$ 16,000
Federal Lunch Program		\$ 68,080
Federal Breakfast Reimbursement		\$ 35,816
Other Revenue Federal sources (please describe)	\$ -	\$ 19,200
Other Revenue Federal sources (please describe)	\$ -	\$ -
Other Revenue Federal sources (please describe)		\$ -
Other Revenues		
Committed Philanthropic Donations	\$ 100,000	\$ 75,000
Before and After Care Fees		\$ -
Interest Income		\$ -
Student Fees/ Non FRL Payment	\$ -	\$ 15,000
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Revenue	\$ 314,000	\$ 1,854,197
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 103,500	\$ 1,029,600
Substitute Teachers		\$ -
Professional Development	\$ -	\$ 15,000
Bonuses		\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Personnel Expenses	\$ 103,500	\$ 1,044,600
Instructional Supplies and Resources		
Textbooks	\$ -	\$ 24,000
Library, periodicals, etc	\$ -	\$ 8,000
Technology	\$ -	\$ 32,000
Assessment materials	\$ -	\$ 32,000

Computers	\$ -	\$ 12,000
Software	\$ 6,000	\$ 16,000
Other classroom supplies	\$ -	\$ 24,000
Field trips, other unclassified items	\$ -	\$ 16,000
Co-curricular & Athletics	\$ -	\$ 16,000
Music	\$ -	\$ 16,000
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Instructional Supplies and Resources	\$ 6,000	\$ 196,000
Support Supplies and Resources		
Administrative Computers	\$ 600	\$ 5,100
Administrative Software	\$ 700	\$ 2,550
Administration Dues, fees, misc expenses	\$ -	\$ 4,000
Office supplies	\$ 2,400	\$ 8,000
Technology	\$ 7,000	\$ 5,000
Marketing Material	\$ -	\$ 7,000
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Support Supplies and Resources	\$ 10,700	\$ 31,650
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ -	\$ 2,000
Charter Board Supplies & Equipment	\$ 600	\$ 600
Charter Board Dues, fees, etc	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Board Expenses	\$ 600	\$ 2,600
Professional Purchased or Contracted Services		
Legal Services	\$ -	\$ 5,600
Audit Services (compliant with SBOA requirements)	\$ -	\$ 12,800
Payroll Services	\$ -	\$ 475
Accounting Services	\$ -	\$ -
Printing/Newsletter/Annual Report Services	\$ -	\$ 800
Consultants	\$ 3,500	\$ 3,500
Internet Services	\$ -	\$ 4,800
Telephone/Telecommunication Services	\$ 1,200	\$ 6,400
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 16,000
Travel	\$ -	\$ 4,000
Postage	\$ 1,600	\$ 1,600
Special Education Services	\$ -	\$ -
Student Information Services	\$ -	\$ 32,000
Food service	\$ 3,500	\$ 106,560
Transportation	\$ -	\$ 80,000
Nursing Services	\$ -	\$ -
Other (please describe)	\$ -	\$ -

Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ 9,800	\$ 274,535
Facilities		
Rent, mortgage, or other facility cost	\$ 20,000	\$ 96,000
Furniture & Equipment	\$ 62,000	\$ 30,000
Gas/electric	\$ 600	\$ 24,000
Water/Sewer	\$ 400	\$ 1,600
Grounds Keeping	\$ -	\$ 2,880
Maintenance Services	\$ 400	\$ 4,000
Custodial	\$ -	\$ 16,000
Waste disposal	\$ -	\$ 1,600
Debt Service for Facilities (Interest Only)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Facilities	\$ 83,400	\$ 176,080
Other		
Contingency	\$ -	\$ 92,236
Indiana Charter School Board Administrative Fee	\$ -	\$ 24,259
CMO/EMO Fee	\$ -	\$ -
Common School Fund Loan Interest Costs	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Other	\$ -	\$ 116,495
Total Expenditures	\$ 214,000	\$ 1,841,960
Carryover/Deficit	\$ 100,000	\$ 12,237
Cumulative Carryover/(Deficit)	\$ 100,000	\$ 112,237

Year 2	Year 3	Year 4	Year 5
\$ 1,616,998	\$ 2,829,747	\$ 4,042,496	\$ 4,850,995
\$ 4,800	\$ 5,000	\$ 5,250	\$ 5,500
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 483,600	\$ 483,600	\$ 483,600	\$ 483,600
\$ -	\$ -	\$ -	\$ -
\$ 30,900	\$ 49,440	\$ 74,160	\$ 86,520
\$ 37,866	\$ 62,058	\$ 86,621	\$ 106,025
\$ 685,120	\$ 1,198,960	\$ 1,712,800	\$ 2,055,360
\$ 31,180	\$ 49,888	\$ 74,832	\$ 87,304
\$ 270,000			
\$ -			
\$ 20,776	\$ 33,242	\$ 45,707	\$ 54,018
\$ 416,000	\$ 665,600	\$ 998,400	\$ 1,164,800
\$ 38,000	\$ 56,000	\$ 78,000	\$ 92,000
\$ 185,440	\$ 279,680	\$ 384,560	\$ 454,480
\$ 92,720	\$ 148,352	\$ 203,984	\$ 241,072
\$ 30,000	\$ 30,600	\$ 30,600	\$ 30,600
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 37,050	\$ 60,000	\$ 97,680	\$ 115,440
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 3,980,450	\$ 5,952,167	\$ 8,318,690	\$ 9,827,714
\$ 2,213,682	\$ 3,362,547	\$ 4,678,263	\$ 5,699,264
\$ -	\$ -	\$ -	\$ -
\$ 25,000	\$ 43,750	\$ 62,500	\$ 71,250
\$ 10,000	\$ 12,000	\$ 30,000	\$ 50,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 2,248,682	\$ 3,418,297	\$ 4,770,763	\$ 5,820,514
\$ 48,320	\$ 66,800	\$ 85,280	\$ 91,760
\$ 12,000	\$ 12,000	\$ 12,000	\$ 8,000
\$ 35,200	\$ 32,000	\$ 28,800	\$ 19,200
\$ 80,000	\$ 115,200	\$ 158,400	\$ 135,200

\$ 19,800	\$ 22,500	\$ 25,200	\$ 21,900
\$ 40,000	\$ 64,000	\$ 88,000	\$ 78,000
\$ 50,000	\$ 80,000	\$ 110,000	\$ 130,000
\$ 30,000	\$ 64,000	\$ 66,000	\$ 78,000
\$ 24,000	\$ 36,000	\$ 48,000	\$ 60,000
\$ 26,400	\$ 30,000	\$ 33,600	\$ 29,200
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 365,720	\$ 522,500	\$ 655,280	\$ 651,260
\$ 6,000	\$ 6,600	\$ 6,300	\$ 3,900
\$ 3,000	\$ 3,300	\$ 3,150	\$ 1,950
\$ 10,000	\$ 16,000	\$ 22,000	\$ 20,800
\$ 20,000	\$ 3,200	\$ 44,000	\$ 52,000
\$ 5,000	\$ 7,000	\$ 12,000	\$ 7,000
\$ 5,000	\$ 5,000	\$ 8,000	\$ 4,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 49,000	\$ 41,100	\$ 95,450	\$ 89,650
\$ 3,000	\$ 4,000	\$ 4,500	\$ 4,500
\$ 500	\$ 1,000	\$ 1,000	\$ 1,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 3,500	\$ 5,000	\$ 5,500	\$ 5,500
\$ 14,000	\$ 22,400	\$ 30,800	\$ 36,400
\$ 32,000	\$ 51,200	\$ 70,400	\$ 83,200
\$ 1,000	\$ 1,600	\$ 2,125	\$ 2,450
\$ -	\$ -	\$ -	\$ -
\$ 2,000	\$ 3,200	\$ 4,400	\$ 5,200
\$ 3,500	\$ 5,000	\$ 7,000	\$ 3,000
\$ 12,000	\$ 19,200	\$ 26,400	\$ 31,200
\$ 16,000	\$ 25,600	\$ 35,200	\$ 41,600
\$ 40,000	\$ 64,000	\$ 88,000	\$ 104,000
\$ -	\$ -	\$ -	\$ -
\$ 4,000	\$ 6,400	\$ 800	\$ 10,400
\$ -	\$ -	\$ -	\$ -
\$ 16,000	\$ 25,600	\$ 30,800	\$ 31,200
\$ 273,600	\$ 437,760	\$ 602,360	\$ 711,360
\$ 240,000	\$ 280,000	\$ 480,000	\$ 560,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -

\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 654,100	\$ 941,960	\$ 1,378,285	\$ 1,620,010
\$ 240,000	\$ 384,000	\$ 528,000	\$ 624,000
\$ 46,200	\$ 52,500	\$ 63,000	\$ 51,100
\$ 60,000	\$ 96,000	\$ 132,000	\$ 156,000
\$ 4,000	\$ 6,400	\$ 8,800	\$ 10,400
\$ 7,200	\$ 11,520	\$ 15,840	\$ 18,720
\$ 10,000	\$ 16,000	\$ 22,000	\$ 26,000
\$ 40,000	\$ 64,000	\$ 88,000	\$ 104,000
\$ 4,000	\$ 6,400	\$ 8,800	\$ 10,400
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 411,400	\$ 636,820	\$ 866,440	\$ 1,000,620
\$ 199,000	\$ 297,608	\$ 415,935	\$ 491,386
\$ 48,510	\$ 84,892	\$ 121,275	\$ 145,530
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 247,510	\$ 382,501	\$ 537,209	\$ 636,916
\$ 3,979,912	\$ 5,948,178	\$ 8,308,927	\$ 9,824,469
\$ 538	\$ 3,989	\$ 9,763	\$ 3,244
\$ 112,775	\$ 116,764	\$ 126,527	\$ 129,772

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- P

	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	TOTAL 2015
REVENUE								
Federal Revenue								
Public Charter School Program (PCSP) Grant (NOTE: this is a competitive grant. Funding is not guaranteed.)		5,116.00	6,516.00	7,116.00	8,716.00	5,191.00	6,291.00	38,946.00
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-
Other Revenues								
Committed Philanthropic Donations	-	15,000.00	5,000.00	-	-	-	30,000.00	50,000.00
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Revenue		20,116.00	11,516.00	7,116.00	8,716.00	5,191.00	36,291.00	88,946.00
EXPENDITURES								
Personnel Expenses								
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")	-	4,791.00	4,791.00	4,791.00	4,791.00	4,791.00	4,791.00	28,746.00
Professional Development	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Personnel Expenses	-	4,791.00	4,791.00	4,791.00	4,791.00	4,791.00	4,791.00	28,746.00
Instructional Supplies and Resources								
Textbooks	-	-	-	-	-	-	-	-
Library, periodicals, etc	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-
Assessment materials	-	-	-	-	-	-	-	-
Computers	-	-	-	-	-	-	-	-
Software	-	-	-	-	2,000.00	-	-	2,000.00
Other classroom supplies	-	-	-	-	-	-	-	-
Field trips, other unclassified items	-	-	-	-	-	-	-	-
Co-curricular & Athletics	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-

	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	TOTAL 2015
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Instructional Supplies and Resources	-	-	-	-	2,000.00	-	-	2,000.00
Support Supplies and Resources								
Administrative Computers	-	-	600.00	-	-	-	-	600.00
Administrative Software	-	-	700.00	-	-	-	-	700.00
Administration Dues, fees, misc expenses	-	-	-	-	-	-	-	-
Office supplies	-	200.00	200.00	200.00	200.00	200.00	200.00	1,200.00
Marketing	-	-	-	-	-		1,000.00	1,000.00
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Support Supplies and Resources	-	200.00	1,500.00	200.00	200.00	200.00	1,200.00	3,500.00
Board Expenses								
Charter Board Services, including Board Training, retreats	-	-	-	-	-	-	-	-
Charter Board Supplies & Equipment	-	-	100.00	-	100.00	-	100.00	300.00
Charter Board Dues, fees, etc	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Board Expenses	-	-	100.00	-	100.00	-	100.00	300.00
Professional Purchased or Contracted Services								
Legal Services	-	-	-	-	-	-	-	-
Audit Services (compliant with SBOA requirements)	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-
Accounting Services	-	-	-	-	-	-	-	-
Printing/Newsletter/Annual Report Services	-	-	-	-	-	-	-	-
Consultants	-	-	-	2,000.00	-	-	-	2,000.00
Internet Services	-	-	-	-	-	-	-	-
Telephone/Telecommunication Services	-	100.00	100.00	100.00	100.00	100.00	100.00	600.00
Total Insurance Costs (per ICSB requirements detailed in charter school application)	-	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-
Postage	-	25.00	25.00	25.00	25.00	100.00	100.00	300.00
Special Education Services	-	-	-	-	-	-	-	-

	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	TOTAL 2015
Student Information Services	-	-	-	-	-	-	-	-
Food service	-	-	-	-	1,500.00	-	-	1,500.00
Transportation	-	-	-	-	-	-	-	-
Nursing Services	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Professional Purchased or Contracted Services	-	125.00	125.00	2,125.00	1,625.00	200.00	200.00	4,400.00
Facilities								
Rent, mortgage, or other facility cost	-	-	-	-	-	-	-	-
Furniture & Equipment	-	-	-	-	-	-	-	-
Gas/electric	-	-	-	-	-	-	-	-
Water/ Sewer	-	-	-	-	-	-	-	-
Grounds Keeping	-	-	-	-	-	-	-	-
Maintenance Services	-	-	-	-	-	-	-	-
Custodial	-	-	-	-	-	-	-	-
Waste disposal	-	-	-	-	-	-	-	-
Debt Service for Facilities (Interest Only)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Facilities	-	-	-	-	-	-	-	-
Other								
Contingency	-	-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)	-	-	-	-	-	-	-	-
CMO/EMO Fee	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Other	-	-	-	-	-	-	-	-
Total Expenditures	\$ -	\$ 5,116	\$ 6,516	\$ 7,116	\$ 8,716	\$ 5,191	\$ 6,291	\$ 38,946
Net Income (Pre-Cash Flow Adjustments)	\$ -	\$ 15,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 30,000	\$ 50,000
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								

re-Opening Period

[illegible]

Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	TOTAL FIRST HALF 2016
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	4,000.00	-	4,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
200.00	200.00	200.00	200.00	200.00	200.00	1,200.00
1,000.00	1,500.00	1,500.00	1,000.00	1,000.00	-	6,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
1,200.00	1,700.00	1,700.00	1,200.00	1,200.00	200.00	7,200.00
-	-	-	-	-	-	-
-	100.00	-	100.00	-	100.00	300.00
-	-	-	-	-	-	-
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-	-	-	-	-	-	-
-	100.00	-	100.00	-	100.00	300.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
1,500.00	-	-	-	-	-	1,500.00
-	-	-	-	-	-	-
100.00	100.00	100.00	100.00	100.00	100.00	600.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
100.00	300.00	300.00	300.00	200.00	100.00	1,300.00
-	-	-	-	-	-	-

Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	TOTAL FIRST HALF 2016
-	-	-	-	-	-	-
-	-	-	-	2,000.00	-	2,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
1,700.00	400.00	400.00	400.00	2,300.00	200.00	5,400.00
-	-	-	-	10,000.00	10,000.00	20,000.00
-	-	-	-	29,400.00	32,600.00	62,000.00
-	-	-	-	300.00	300.00	600.00
-	-	-	-	200.00	200.00	400.00
-	-	-	-	-	-	-
-	-	-	-	200.00	200.00	400.00
-	-	-	-	-	-	-
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-	-	-	-	40,100.00	43,300.00	83,400.00
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\$ 15,358	\$ 14,658	\$ 14,558	\$ 14,158	\$ 60,058	\$ 56,264	\$ 175,054
\$ 10,000	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000	\$ 50,000

Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	TOTAL FIRST HALF 2016
-	-	-	-	-	-	-
-	-	-	-	-	-	-

Expected Charter School Staffing Needs -- Year 0 -- Pre-Opening Period

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, etc., that are appropriate for your school model.

Benefits Assumptions - Please describe how you calculated your benefits and what assumptions were made			
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
Executive Director	1	50,000	50,000
School Director	1	20,000	20,000
Director of Operations	1	20,000	20,000
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TOTAL			90,000

period

**ertain to include all Administrative Staff
elor, Therapist, Nurse, etc. as may be**

t is included below

Benefits and Payroll Taxes	TOTAL Salary and Benefits
7,500	<i>57,500</i>
3,000	23,000
3,000	23,000
	-
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	-
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13,500	103,500

Expected New School Annual Operating Budget -- Y	
REVENUE	Amount
State Revenue	
Basic Grant	\$ 808,499
State Matching Funds for School Lunch Program	\$ 4,500
Professional Development	
Technology Grants	
Remediation Program	
Full-Day Kindergarten	
Gifted and Talented Program	
Textbook Reimbursement	\$ 12,360
Summer School	
Complexity Grant	\$ 342,560
Special Education Grant	\$ 12,472
Federal Revenue	
Public Charter School Program (PCSP) Grant	\$ 270,000
Charter School Facilities Assistance Program Grant	
Public Law 101-476 (IDEA)	\$ 8,310
Title I	\$ 166,400
Title II	\$ 16,000
Federal Lunch Program	\$ 68,080
Federal Breakfast Reimbursement	\$ 35,816
E-Rate	\$ 19,200
Other Revenue Federal sources (please describe)	
Other Revenue Federal sources (please describe)	
Other Revenues	
Committed Philanthropic Donations	\$ 75,000
Before and After Care Fees	
Interest Income	
Student Fees/Payment	\$ 15,000
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Revenue	\$ 1,854,197
EXPENDITURES	
Personnel Expenses	
Wages, Benefits and Payroll Taxes	\$ 1,029,600
Substitute Teachers	
Professional Development	\$ 15,000

Bonuses	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Personnel Expenses	\$ 1,044,600
Instructional Supplies and Resources	
Textbooks	\$ 24,000
Library, periodicals, etc	\$ 8,000
Technology	\$ 32,000
Assessment materials	\$ 32,000
Computers	\$ 12,000
Software	\$ 16,000
Other classroom supplies	\$ 24,000
Field trips, other unclassified items	\$ 16,000
Co-curricular & Athletics	\$ 16,000
Music	\$ 16,000
Other (please describe)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Instructional Supplies and Resources	\$ 196,000
Support Supplies and Resources	
Administrative Computers	\$ 5,100
Administrative Software	\$ 2,550
Administration Dues, fees, misc expenses	\$ 4,000
Office supplies	\$ 8,000
Technology	\$ 5,000
Marketing Material	\$ 7,000
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Support Supplies and Resources	\$ 31,650
Board Expenses	
Charter Board Services, including Board Training, retreats	\$ 2,000
Charter Board Supplies & Equipment	\$ 600
Charter Board Dues, fees, etc	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Board Expenses	\$ 2,600
Professional Purchased or Contracted Services	
Legal Services	\$ 5,600
Audit Services (compliant with SBOA requirements)	\$ 12,800
Payroll Services	\$ 475
Accounting Services	
Printing/Newsletter/Annual Report Services	\$ 800
Consultants	\$ 3,500
Internet Services	\$ 4,800
Telephone/Telecommunication Services	\$ 6,400

Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 16,000
Travel	\$ 4,000
Postage	\$ 1,600
Special Education Services	
Student Information Services	\$ 32,000
Food service	\$ 106,560
Transportation	\$ 80,000
Nursing Services	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Professional Purchased or Contracted Services	\$ 274,535
Facilities	
Rent, mortgage, or other facility cost	\$ 96,000
Furniture & Equipment	\$ 30,000
Gas/electric	\$ 24,000
Water/ Sewer	\$ 1,600
Grounds Keeping	\$ 2,880
Maintenance Services	\$ 4,000
Custodial	\$ 16,000
Waste disposal	\$ 1,600
Debt Service for Facilities (Interest Only)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Facilities	\$ 176,080
Other	
Contingency	\$ 92,236
Indiana Charter School Board Administrative Fee	\$ 24,259
CMO/EMO Fee	
Common School Fund Loan Interest Costs	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Other	\$ 116,495
Total Expenditures	\$ 1,841,960
Carryover/Deficit	\$ 12,237

Cumulative Carryover/(Deficit)

YEAR 1 -- Fiscal Year July 1-June 30
Notes
Assumes ADM of \$5053.12 (source: FY2015 Funding Per ADM; Office of School Finance)
Paid in arrears at beginning of 2017-2018 school year
Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Assumes rate of \$77.25 per pupil
Assumes \$2141 per pupil with student population demographics in line with Gary Community Schools (source: FY2015 Funding Per ADM; Office of School Finance)
Assumes 1% of students with mild/moderate disabilities at \$2265 and 10% with communication disorders at \$553
NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed. \$270,000 assumes availability of funds and avg. review score of 96-99%
Assumes 10% Special Education at \$519.40 per qualifying student
Assumes 80% free and Reduced lunch with Title 1 grants totaling \$1300. Source: IDOE grant management
Assumes \$1000 per instructional staff
Assumes 80% FRL at \$2.80 per pupil per day (avg. of reduced rate & free rate) and 20% at \$0.30 per pupil per day
Assumes 80% FRL at \$1.45 per pupil per day (avg. of rate & free rate) and 20% at \$0.25 per pupil per day
Assumes \$120 per pupil (80% upfront of \$150 per pupil over five years)
Legacy Foundation, Board fundraising
Assumes 20% of non FRL pay in part for meal service and/or sports uniforms
Use staffing workbook
Teachers and Assistants will hold each other accountable to pick up classes if absent
Assumes \$1250 per instructional staff member

[illegible]

[illegible]

Expected Charter School Staffing Needs -- Year 1

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, etc., that are appropriate for your school model.

anticipate Payroll Taxes (FICA) (FUTA), Medical Insurance, Dental Insurance, Vision insurance,Retire

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
4th Math Teacher	1	50,750	50,750
8th Math Teacher	1	50,750	50,750
4th Reading Teacher	1	50,750	50,750
8th Reading Teacher	1	50,750	50,750
4-8 Science Teacher	1	50,750	50,750
4-8 Social Studies Teacher	1	50,750	50,750
Language Teacher	1	50,750	50,750
Music Teacher	0.5	50,750	25,375
Art Teacher	0.5	50,750	25,375
Literacy Intervention Specialist	1	44,000	44,000
Special Education Teacher	1	48,000	48,000
Assitant Teachers	2	12,000	24,000
Janitors	1	30,000	30,000
Office Staff	1	30,000	30,000
Director of Culture and Community	1	60,000	60,000
School Director	1	73,000	73,000
Director of Operations	1	70,000	70,000
Executive Director	1	75,000	75,000
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TOTAL	18		860,000

**ertain to include all Administrative Staff
elor, Therapist, Nurse, etc. as may be**

Government Contributions that total 20% of sales

[illegible]

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,616,998	Assumes ADM of \$5053.12 (source: FY2015 Funding Per ADM; Office of School Finance)
State Matching Funds for School Lunch Program	\$ 4,800	Paid in arrears at beginning of 2018-2019 school year
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten	\$ 483,600	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 30,900	Assumes rate of \$77.25 per pupil
Summer School	\$ 37,866	Assumes 65% reimbursement of core subject salaries on pro rata basis
Complexity Grant	\$ 685,120	Assumes \$2141 per pupil with student population demographics in line with Gary Community Schools (source: FY2015 Funding Per ADM; Office of School Finance)
Special Education Grant	\$ 31,180	Assumes 1% of students with mild/moderate disabilities at \$2265 and 10% with communication disorders at \$553
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 270,000	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed. \$270,000 assumes availability of funds and avg. review score of 96-99%
Charter School Facilities Assistance Program Grant		
Public Law 101-476 (IDEA)	\$ 20,776	Assumes 10% Special Education at \$519.40 per qualifying student
Title I	\$ 416,000	Assumes 80% free and Reduced lunch with Title 1 grants totaling \$1300. Source: IDOE grant management
Title II	\$ 38,000	Assumes \$1000 per instructional staff
Federal Lunch Program	\$ 185,440	Assumes 80% FRL at average \$2.80 per pupil per day (reduced rate not free rate) and 20% at \$0.30 per pupil per day
Federal Breakfast Reimbursement	\$ 92,720	Assumes 80% FRL at \$1.25 per pupil per day (reduced rate not free rate) and 20% at \$0.25 per pupil per day
E-Rate	\$ 30,000	Assumes \$120 per new pupil (80% upfront of \$150 per pupil over five years) + Returning students at \$7.50 through year 5
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Student Fees/Payment	\$ 37,050	Assumes 20% of non FRL pay in part for meal service and/or sports uniforms
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,980,450	

EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,213,682	Use staffing workbook
Substitute Teachers		Teachers and Assistants will hold each other accountable to pick up classes if absent
Professional Development	\$ 25,000	Assumes \$1250 for instructional staff
Bonuses	\$ 10,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 2,248,682	
Instructional Supplies and Resources		
Textbooks	\$ 48,320	Assumes \$150 per new pupil textbook and replacement
Library, periodicals, etc	\$ 12,000	Assumes \$50 per new pupil
Technology	\$ 35,200	Assumes \$3200 per new classroom /smartboards in classroom
Assessment materials	\$ 80,000	Assumes \$200 per pupil
Computers	\$ 19,800	Assumes \$75 per new pupil and 15% replacement/ laptops in movable cart
Software	\$ 40,000	Assumes \$100 per pupil/ Accelerate Math and Reading
Other classroom supplies	\$ 50,000	Assumes \$125 per pupil
Field trips, other unclassified items	\$ 30,000	Assumes \$75 per pupil
Co-curricular & Athletics	\$ 24,000	Assumes \$75 per post K-2 pupil Sports, Arts, Debate, Chess, Dance and other enrichment activities
Music	\$ 26,400	Assumes \$100 per new pupil and 15% replacement
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 365,720	
Support Supplies and Resources		
Administrative Computers	\$ 6,000	Assumes purchase/stipend of new staff computers at \$300
Administrative Software	\$ 3,000	Assumes \$150 per new computer
Administration Dues, fees, misc expenses	\$ 10,000	Assumes \$25 per pupil
Office supplies	\$ 20,000	Assumes \$50 per pupil
Technology	\$ 5,000	
Marketing Material	\$ 5,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 49,000	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 3,000	
Charter Board Supplies & Equipment	\$ 500	
Charter Board Dues, fees, etc		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		

Other (please describe)		
Total Board Expenses	\$ 3,500	
Professional Purchased or Contracted Services		
Legal Services	\$ 14,000	Assumes \$35 per pupil
Audit Services (compliant with SBOA requirements)	\$ 32,000	Assumes \$80 per pupil
Payroll Services	\$ 1,000	Assumes \$25 per staff
Accounting Services		Assumed as part of Director of Operations Duties
Printing/Newsletter/Annual Report Services	\$ 2,000	Assumes \$5 per pupil
Consultants	\$ 3,500	
Internet Services	\$ 12,000	Assumes \$30 per pupil
Telephone/Telecommunication Services	\$ 16,000	Assumes \$40 per pupil
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 40,000	Assumes \$100 per pupil
Travel		
Postage	\$ 4,000	Assumes \$10 per pupil
Special Education Services		
Student Information Services	\$ 16,000	Assumes \$40 per pupil
Food service	\$ 273,600	Assumes school year of 190 days at \$3.60 per student
Transportation	\$ 240,000	Assumes 6 buses at \$40,000
Nursing Services		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 654,100	
Facilities		
Rent, mortgage, or other facility cost	\$ 240,000	Assumes \$6 sq. ft/yr
Furniture & Equipment	\$ 46,200	Assumes \$175 per new pupil and 15% replacement
Gas/electric	\$ 60,000	Assumes \$150 per pupil
Water/ Sewer	\$ 4,000	Assumes \$10 per pupil
Grounds Keeping	\$ 7,200	Assumes \$18 per pupil
Maintenance Services	\$ 10,000	Assumes \$25 per pupil
Custodial	\$ 40,000	Assumes \$100 per pupil
Waste disposal	\$ 4,000	Assumes \$10 per pupil
Debt Service for Facilities (Interest Only)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 411,400	
Other		
Contingency	\$ 199,000	Assumes 5% of Revenue
Indiana Charter School Board Administrative Fee	\$ 48,510	Assumes 3% of basic grant
CMO/EMO Fee		
Common School Fund Loan Interest Costs		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$ 247,510	
Total Expenditures	\$ 3,979,912	
Carryover/Deficit	\$ 538	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 2

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, etc., that are appropriate for your school model.

anticipate Payroll Taxes (FICA) (FUTA), Medical Insurance, Dental Insurance, Vision insurance,Retire

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
K Teachers	4	50,750	203,000
4th-5th Math Teachers	2	51,385	102,770
8-9th Math Teachers	2	51,385	102,770
4th-5th Reading Teachers	2	51,385	102,770
8th-9th Reading Teachers	2	51,385	102,770
4-9 Science Teachers	2	51,385	102,770
4-9 Social Studies Teachers	2	51,385	102,770
Language Teachers	2	51,385	102,770
Music Teachers	1	51,385	51,385
Art Teachers	1	51,385	51,385
Literacy Intervention Specialists	2	44,550	89,100
Special Education Teachers	1	49,200	49,200
Assitant Teachers	8	12,000	96,000
Janitors	1	30,750	30,750
Office Staff	1	30,750	30,750
Instructional Leaders	2	60,000	120,000
Culture Coordinator	1	52,000	52,000
Director of Culture and Community	1	61,500	61,500
School Director	2	74,825	149,650
Director of Operations	1	71,750	71,750
Executive Director	1	76,875	76,875
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TOTAL	41		1,852,735

**ertain to include all Administrative Staff
elor, Therapist, Nurse, etc. as may be**

Government Contributions that total 20% of sales

[illegible]

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,829,747	Assumes ADM of \$5053.12 (source: FY2015 Funding Per ADM; Office of School Finance)
State Matching Funds for School Lunch Program	\$ 5,000	Paid in arrears at beginning of 2019-2020 school year
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten	\$ 483,600	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 49,440	Assumes rate of \$77.25 per pupil
Summer School	\$ 62,058	Assumes 65% reimbursement of core subject salaries on pro rata basis
Complexity Grant	\$ 1,198,960	Assumes \$2141 per pupil with student population demographics in line with Gary Community Schools (source: FY2015 Funding Per ADM; Office of School Finance)
Special Education Grant	\$ 49,888	Assumes 1% of students with mild/moderate disabilities at \$2265 and 10% with communication disorders at \$553
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 33,242	Assumes 10% Special Education at \$519.40 per qualifying student
Title I	\$ 665,600	Assumes 80% free and Reduced lunch with Title 1 grants totaling \$1300. Source: IDOE grant management
Title II	\$ 56,000	Assumes \$1000 per instructional staff
Federal Lunch Program	\$ 279,680	Assumes 80% FRL at average \$2.80 per pupil per day (reduced rate not free rate) and 20% at \$0.30 per pupil per day
Federal Breakfast Reimbursement	\$ 148,352	Assumes 80% FRL at \$1.45 per pupil per day (reduced rate not free rate) and 20% at \$0.25 per pupil per day
E-Rate	\$ 30,600	Assumes \$120 per new pupil (80% upfront of \$150 per pupil over five years) + Returning students at \$7.50 through year 5
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Student Fees/ Payment	\$ 60,000	Assumes 20% of non FRL pay in part for meal service and/or sports uniforms
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 5,952,167	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 3,362,547	Use staffing workbook

Substitute Teachers		Teachers and Assistants will hold each other accountable to pick up classes if absent
Professional Development	\$ 43,750	Assumes \$1250 for instructional staff
Bonuses	\$ 12,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 3,418,297	
Instructional Supplies and Resources		
Textbooks	\$ 66,800	Assumes \$150 per new pupil textbook and replacement
Library, periodicals, etc	\$ 12,000	Assumes \$50 per new pupil
Technology	\$ 32,000	Assumes \$3200 per new classroom /smartboards in classroom
Assessment materials	\$ 115,200	Assumes \$180 per pupil
Computers	\$ 22,500	Assumes \$75 per new pupil and 15% replacement/ laptops in movable cart
Software	\$ 64,000	Assumes \$100 per pupil/ Accelerate Math and Reading
Other classroom supplies	\$ 80,000	Assumes \$125 per pupil
Field trips, other unclassified items	\$ 64,000	Assumes \$100 per pupil
Co-curricular & Athletics	\$ 36,000	Assumes \$75 per post K-2 pupil Sports, Arts, Debate, Chess, Dance and other enrichment activities
Music	\$ 30,000	Assumes \$100 per new pupil and 15% replacement
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 522,500	
Support Supplies and Resources		
Administrative Computers	\$ 6,600	Assumes purchase/stipend of new staff computers at \$300
Administrative Software	\$ 3,300	Assumes \$150 per new computer
Administration Dues, fees, misc expenses	\$ 16,000	Assumes \$25 per pupil
Office supplies	\$ 3,200	Assumes \$50 per pupil
Technology	\$ 7,000	
Marketing Material	\$ 5,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 41,100	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 4,000	
Charter Board Supplies & Equipment	\$ 1,000	
Charter Board Dues, fees, etc		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 5,000	
Professional Purchased or Contracted Services		

Legal Services	\$	22,400	Assumes \$35 per pupil
Audit Services (compliant with SBOA requirements)	\$	51,200	Assumes \$80 per pupil
Payroll Services	\$	1,600	Assumes \$25 per staff
Accounting Services			Assumed as part of Director of Operations Duties
Printing/Newsletter/Annual Report Services	\$	3,200	Assumes \$5 per pupil
Consultants	\$	5,000	
Internet Services	\$	19,200	Assumes \$30 per pupil
Telephone/Telecommunication Services	\$	25,600	Assumes \$40 per pupil
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	64,000	Assumes \$100 per pupil
Travel			
Postage	\$	6,400	Assumes \$10 per pupil
Special Education Services			
Student Information Services	\$	25,600	Assumes \$40 per pupil
Food service	\$	437,760	Assumes school year or 190 days at \$3.60 per student
Transportation	\$	280,000	Assumes 7 buses at \$40,000
Nursing Services			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	941,960	
Facilities			
Rent, mortgage, or other facility cost	\$	384,000	Assumes \$6 per sq.ft./year
Furniture & Equipment	\$	52,500	Assumes \$175 per new pupil and 15% replacement
Gas/electric	\$	96,000	Assumes \$150 per pupil
Water/ Sewer	\$	6,400	Assumes \$10 per pupil
Grounds Keeping	\$	11,520	Assumes \$18 per pupil
Maintenance Services	\$	16,000	Assumes \$25 per pupil
Custodial	\$	64,000	Assumes \$100 per pupil
Waste disposal	\$	6,400	Assumes \$10 per pupil
Debt Service for Facilities (Interest Only)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	\$	636,820	
Other			
Contingency	\$	297,608	Assumes 5% of Revenue
Indiana Charter School Board Administrative Fee	\$	84,892	Assumes 3% of basic grant
CMO/EMO Fee			
Common School Fund Loan Interest Costs			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	382,501	
Total Expenditures	\$	5,948,178	
Carryover/Deficit	\$	3,989	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 3

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, etc., that are appropriate for your school model.

[illegible]

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TOTAL	62.5		2,816,093

**ertain to include all Administrative Staff
elor, Therapist, Nurse, etc. as may be**

Government Contributions that total 20% of sales

[illegible]

[illegible]

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 4,042,496	Assumes ADM of \$5053.12 (source: FY2015 Funding Per ADM; Office of School Finance)
State Matching Funds for School Lunch Program	\$ 5,250	Paid in arrears at beginning of 2019-2020 school year
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten	\$ 483,600	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 74,160	Assumes rate of \$77.25 per pupil
Summer School	\$ 86,621	Assumes 65% reimbursement of core subject salaries on pro rata basis
Complexity Grant	\$ 1,712,800	Assumes \$2141 per pupil with student population demographics in line with Gary Community Schools (source: FY2015 Funding Per ADM; Office of School Finance)
Special Education Grant	\$ 74,832	Assumes 1% of students with mild/moderate disabilities at \$2265 and 10% with communication disorders at \$553
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 45,707	Assumes 10% Special Education at \$519.40 per qualifying student
Title I	\$ 998,400	Assumes 80% free and Reduced lunch with Title 1 grants totaling \$1300. Source: IDOE grant management
Title II	\$ 78,000	Assumes \$1000 instructional staff
Federal Lunch Program	\$ 384,560	Assumes 80% FRL at average \$2.80 per pupil per day (reduced rate not free rate) and 20% at \$0.30 per pupil per day
Federal Breakfast Reimbursement	\$ 203,984	Assumes 80% FRL at \$1.45 per pupil per day (avg. reduced rate & free rate) and 20% at \$0.25 per pupil per day
E-Rate	\$ 30,600	Assumes \$120 per new pupil (80% upfront of \$150 per pupil over five years) + Returning students at \$7.50 through year 5
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Student Fees/ Payment	\$ 97,680	Assumes 20% of non FRL pay in part for meal service and/or sports uniforms
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 8,318,690	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 4,678,263	Use staffing workbook

Substitute Teachers		Teachers and Assistants will hold each other accountable to pick up classes if absent
Professional Development	\$ 62,500	Assumes \$1250 for instructional staff
Bonuses	\$ 30,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 4,770,763	
Instructional Supplies and Resources		
Textbooks	\$ 85,280	Assumes \$150 per new pupil textbook and replacement
Library, periodicals, etc	\$ 12,000	Assumes \$50 per new pupil
Technology	\$ 28,800	Assumes \$3200 per new classroom /smartboards in classroom
Assessment materials	\$ 158,400	Assumes \$180 per pupil
Computers	\$ 25,200	Assumes \$75 per new pupil and 15% replacement/ laptops in movable cart
Software	\$ 88,000	Assumes \$100 per pupil/ Accelerate Math and Reading
Other classroom supplies	\$ 110,000	Assumes \$125 per pupil
Field trips, other unclassified items	\$ 66,000	Assumes \$75 per pupil
Co-curricular & Athletics	\$ 48,000	Assumes \$75 per post K-2 pupil Sports, Arts, Debate, Chess, Dance and other enrichment activities
Music	\$ 33,600	Assumes \$100 per new pupil and 15% replacement
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 655,280	
Support Supplies and Resources		
Administrative Computers	\$ 6,300	Assumes purchase/stipend of new staff computers at \$300
Administrative Software	\$ 3,150	Assumes \$150 per new computer
Administration Dues, fees, misc expenses	\$ 22,000	Assumes \$25 per pupil
Office supplies	\$ 44,000	Assumes \$50 per pupil
Technology	\$ 12,000	
Marketing Material	\$ 8,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 95,450	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 4,500	
Charter Board Supplies & Equipment	\$ 1,000	
Charter Board Dues, fees, etc		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 5,500	
Professional Purchased or Contracted Services		

Legal Services	\$	30,800	Assumes \$35 per pupil
Audit Services (compliant with SBOA requirements)	\$	70,400	Assumes \$80 per pupil
Payroll Services	\$	2,125	Assumes \$25 per staff
Accounting Services			Assumed as part of Director of Operations Duties
Printing/Newsletter/Annual Report Services	\$	4,400	Assumes \$5 per pupil
Consultants	\$	7,000	
Internet Services	\$	26,400	Assumes \$30 per pupil
Telephone/Telecommunication Services	\$	35,200	Assumes \$40 per pupil
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	88,000	Assumes \$100 per pupil
Travel			
Postage	\$	800	Assumes \$10 per pupil
Special Education Services			
Student Information Services	\$	30,800	Assumes \$35 per pupil
Food service	\$	602,360	Assumes school year or 185 days at \$3.70 per student
Transportation	\$	480,000	Assumes 12 buses at \$40,000
Nursing Services			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	1,378,285	
Facilities			
Rent, mortgage, or other facility cost	\$	528,000	Assumes \$6 per sq. ft./year
Furniture & Equipment	\$	63,000	Assumes \$187.50 per new pupil and 15% replacement
Gas/electric	\$	132,000	Assumes \$150 per pupil
Water/ Sewer	\$	8,800	Assumes \$10 per pupil
Grounds Keeping	\$	15,840	Assumes \$18 per pupil
Maintenance Services	\$	22,000	Assumes \$25 per pupil
Custodial	\$	88,000	Assumes \$100 per pupil
Waste disposal	\$	8,800	Assumes \$10 per pupil
Debt Service for Facilities (Interest Only)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	\$	866,440	
Other			
Contingency	\$	415,935	Assumes 5% of Revenue
Indiana Charter School Board Administrative Fee	\$	121,275	Assumes 3% of basic grant
CMO/EMO Fee			
Common School Fund Loan Interest Costs			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	537,209	
Total Expenditures	\$	8,308,927	
Carryover/Deficit	\$	9,763	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 4

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, etc. that are appropriate for your school model.

anticipate Payroll Taxes (FICA) (FUTA), Medical Insurance, Dental Insurance, Vision insurance,Retire			
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
K-2 Teachers	11	52,705	579,755
4th-7th Math Teachers	4	53,191	212,764
8-11th Math Teachers	4	53,191	212,764
4th-7th Reading Teachers	4	53,191	212,764
8th-11th Reading Teachers	4	53,191	212,764
Science Teachers	4	52,246	208,984
Social Studies Teachers	4	52,246	208,984
Language Teachers	5	52,246	261,230
Music Teachers	1	53,327	53,327
Art Teachers	1	53,327	53,327
Literacy Intervention Specialists	3	46,234	138,702
Special Education Teachers	3	50,437	151,311
PE Teachers	1	49,200	49,200
Assitant Teachers	14	12,300	172,200
Technology Coordinator	1	41,000	41,000
Janitors	2.5	32,307	80,768
Office Staff	3	32,307	96,921
Instructional Leaders	5	62,269	311,345
Culture Coordinator	2	53,966	107,932
College Counselor	1	55,000	55,000
Director of Culture and Community	1	64,614	64,614
School Director	3	76,712	230,136
Business Manager	1	45,000	45,000
Director of Operations	1	75,382	75,382
Executive Director	1	80,767	80,767
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TOTAL	84.5		3,916,941

**ertain to include all Administrative Staff
elor, Therapist, Nurse, etc. as may be**

Government Contributions that total 20% of sales

[illegible]

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 4,850,995	Assumes ADM of \$5053.12 (source: FY2015 Funding Per ADM; Office of School Finance)
State Matching Funds for School Lunch Program	\$ 5,500	Paid in arrears at beginning of 2019-2020 school year
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten	\$ 483,600	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 86,520	Assumes rate of \$77.25 per pupil
Summer School	\$ 106,025	Assumes 65% reimbursement of core subject salaries on pro rata basis
Complexity Grant	\$ 2,055,360	Assumes \$2141 per pupil with student population demographics in line with Gary Community Schools (source: FY2015 Funding Per ADM; Office of School Finance)
Special Education Grant	\$ 87,304	Assumes 1% of students with mild/moderate disabilities at \$2265 and 10% with communication disorders at \$553
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 54,018	Assumes 10% Special Education at \$519.40 per qualifying student
Title I	\$ 1,164,800	Assumes 80% free and Reduced lunch with Title 1 grants totaling \$1300. Source: IDOE grant management
Title II	\$ 92,000	Assumes \$1000 per instructional staff
Federal Lunch Program	\$ 454,480	Assumes 80% FRL at average \$2.80 per pupil per day (reduced rate not free rate) and 20% at \$0.30 per pupil per day
Federal Breakfast Reimbursement	\$ 241,072	Assumes 80% FRL at \$1.25 per pupil per day (reduced rate not free rate) and 20% at \$0.25 per pupil per day
E-Rate	\$ 30,600	Assumes \$120 per new pupil (80% upfront of \$150 per pupil over five years) + Returning students at \$7.50 through year 5
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Student Fees/ Payment	\$ 115,440	Assumes 20% of non FRL pay in part for meal service and/or sports uniforms
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 9,827,714	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 5,699,264	Use staffing workbook

Substitute Teachers		Teachers and Assistants will hold each other accountable to pick up classes if absent
Professional Development	\$ 71,250	Assumes \$1250 for instructional staff
Bonuses	\$ 50,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 5,820,514	
Instructional Supplies and Resources		
Textbooks	\$ 91,760	Assumes \$150 per new pupil textbook and replacement
Library, periodicals, etc	\$ 8,000	Assumes \$50 per new pupil
Technology	\$ 19,200	Assumes \$3200 per new classroom /smartboards in classroom
Assessment materials	\$ 135,200	Assumes \$130 per pupil
Computers	\$ 21,900	Assumes \$75 per new pupil and 15% replacement/ laptops in movable cart
Software	\$ 78,000	Assumes \$75 per pupil/ Accelerate Math and Reading
Other classroom supplies	\$ 130,000	Assumes \$125 per pupil
Field trips, other unclassified items	\$ 78,000	Assumes \$75 per pupil
Co-curricular & Athletics	\$ 60,000	Assumes \$75 per post K-2 pupil Sports, Arts, Debate, Chess, Dance and other enrichment activities
Music	\$ 29,200	Assumes \$100 per new pupil and 15% replacement
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 651,260	
Support Supplies and Resources		
Administrative Computers	\$ 3,900	Assumes purchase/stipend of new staff computers at \$300
Administrative Software	\$ 1,950	Assumes \$150 per new computer
Administration Dues, fees, misc expenses	\$ 20,800	Assumes \$20 per pupil
Office supplies	\$ 52,000	Assumes \$50 per pupil
Technology	\$ 7,000	
Marketing Material	\$ 4,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 89,650	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 4,500	
Charter Board Supplies & Equipment	\$ 1,000	
Charter Board Dues, fees, etc		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 5,500	
Professional Purchased or Contracted Services		

Legal Services	\$	36,400	Assumes \$35 per pupil
Audit Services (compliant with SBOA requirements)	\$	83,200	Assumes \$80 per pupil
Payroll Services	\$	2,450	Assumes \$25 per staff
Accounting Services			Assumed as part of Director of Operations Duties
Printing/Newsletter/Annual Report Services	\$	5,200	Assumes \$5 per pupil
Consultants	\$	3,000	
Internet Services	\$	31,200	Assumes \$30 per pupil
Telephone/Telecommunication Services	\$	41,600	Assumes \$40 per pupil
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	104,000	Assumes \$100 per pupil
Travel			
Postage	\$	10,400	Assumes \$10 per pupil
Special Education Services			
Student Information Services	\$	31,200	Assumes \$30 per pupil
Food service	\$	711,360	Assumes school year or 190 days at \$3.60 per student
Transportation	\$	560,000	Assumes 14 buses at \$40,000
Nursing Services			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	1,620,010	
Facilities			
Rent, mortgage, or other facility cost	\$	624,000	Assumes \$6 per sq.ft./year
Furniture & Equipment	\$	51,100	Assumes \$175 per new pupil and 15% replacement
Gas/electric	\$	156,000	Assumes \$150 per pupil
Water/ Sewer	\$	10,400	Assumes \$10 per pupil
Grounds Keeping	\$	18,720	Assumes \$18 per pupil
Maintenance Services	\$	26,000	Assumes \$25 per pupil
Custodial	\$	104,000	Assumes \$100 per pupil
Waste disposal	\$	10,400	Assumes \$10 per pupil
Debt Service for Facilities (Interest Only)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	\$	1,000,620	
Other			
Contingency	\$	491,386	Assumes 5% of Revenue
Indiana Charter School Board Administrative Fee	\$	145,530	Assumes 3% of basic grant
CMO/EMO Fee			
Common School Fund Loan Interest Costs			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	636,916	
Total Expenditures	\$	9,824,469	
Carryover/Deficit	\$	3,244	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 5

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include all positions, in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, etc., that are appropriate for your school model.

anticipate Payroll Taxes (FICA) (FUTA), Medical Insurance, Dental Insurance, Vision insurance,Retire			
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
K-3 Teachers	14	53,605	750,470
4th-7th Math Teachers	4	54,521	218,084
8-12h Math Teachers	5	53,967	269,835
4th-7th Reading Teachers	4	54,521	218,084
8th-12th Reading Teachers	5	53,967	269,835
Science Teachers	5	53,522	267,610
Social Studies Teachers	5	53,522	267,610
Language Teachers	6	53,522	321,132
Music Teachers	2	54,660	109,320
Art Teachers	2	54,660	109,320
Literacy Intervention Specialists	4	47,390	189,560
Special Education Teachers	3	51,699	155,097
PE Teachers	1	50,430	50,430
Assitant Teachers	15	12,600	189,000
Technology Manager	1	42,025	42,025
Janitors	2.5	33,135	82,838
Office Assitants/Attendance Coordinator	3	33,135	99,405
Manager of Teacher Development	6	63,825	382,950
Manager of School Culture	2	55,315	110,630
College Counselor	2	56,375	112,750
Director of Culture and Community	1	66,229	66,229
School Director	3	78,629	235,887
Business Manager	1	46,125	46,125
Data and Compliance Manager	1	45,000	45,000
Director of Operations	1	77,267	77,267
Executive Director	1	82,786	82,786
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TOTAL	99.5		4,769,279

**ertain to include all Administrative Staff
elor, Therapist, Nurse, etc. as may be**

ment Controbutions that total 20% of sal

[illegible]

Attachment 18: Budget Narrative

Global Leadership Academy has created this budget at a time when there is much uncertainty as to the future of education funding Indiana. In our base case we have used the most recent available data provided by the Indiana Department of Education. The formulas that determine funding are based in the 2013-2015; however we anticipate the State's basic grant to align closer to foundation amount and the complexity formula to result in decreased funding for the 2016-2018 budget.

Accordingly, we have taken the prospect of decreased funding into account and have created a supplemental budget that considers a base case, based on current funding levels, a reduced funding case (with revenue cuts of ~8%), and a third case with reduced funding and increased expenses. Due to space limitations we are unable to include this modified budget in its entirety, but have included an overview that explains our assumptions and the cuts we would make to balance the budget.

Our budget is purposeful in not making assumptions about prospective philanthropic or secondary sources of funding to pay for the core operational costs of the school. Our budget demonstrates that it is feasible to operate the school off of committed state and federal funds.

Per-Pupil Revenue Projections:

Basic Grant: Base Case assumes \$5053.12 per ADM and 100% ADM; Low Funding assumes \$4830 per ADM and 100%. The dollar amounts are based off of information provided by the Office of School Finance and proposed legislation respectively. Our assumption that we can achieve 100% ADM of our proposed enrollment is based on 7 years of experience meeting 100% ADM as school leaders.

Full Day Kindergarten: Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, we calculated \$2,448 per full-day Kindergarten student.

Complexity Grant: Base case assumes \$2141 per pupil with student population demographics in line with Gary Community Schools (source: FY2015 Funding Per ADM; Office of School Finance); Low Funding assumes \$2141 per pupil qualifying for free lunch (rather than free **OR** reduced price) as proposed in state legislature; student population demographics in line with Gary Community Schools

Special Education Grant: Assumes 1% of students with mild/moderate disabilities at \$2265 and 10% with communication disorders at \$553

IDEA funding: Assumes 10% Special Education at \$519.40 per qualifying student in both Base and Low Funding Case

Title I: Assumes 80% free and Reduced lunch with Title 1 grants totaling \$1300. Source: IDOE grant management in both Base and Low Funding Case

Federal Lunch Program: Assumes 80% FRL in accordance with Gary Community Schools., and assumes \$2.80 per pupil per day which is a conservative dollar average of reduced rate and free rate and 20% at \$0.30 per pupil per day. This is the same for the Base and Low funding case.

Federal Breakfast Program: Assumes 80% FRL in accordance with Gary Community Schools., and assumes \$1.45 per pupil per day which is a conservative dollar average of reduced rate and free rate and 20% at \$0.25 per pupil per day. This is the same for the Base and Low funding case.

E-Rate: Assumes we can collect 80% of the \$150 allotment or (\$120 per pupil upfront) and the remaining per pupil amount over the next five years

These revenue total grow as a function of our enrollment. Please see attachment 17 to see growth

Staffing levels:

YR 1: 10 Instructional Staff; 2 Assistant Teachers; 6 Teacher support/Administrative: **18 Total**

YR 2: 23 Instructional Staff; 8 Assistant Teachers; 10 Teacher support/Administrative: **41 Total**

YR 3: 36 Instructional Staff; 12 Assistant Teachers; 14.5 Teacher support/Administrative: **62.5 Total**

YR 4: 49 Instructional Staff; 14 Assistant Teachers; 21.5 Teacher support/Administrative: **84.5 Total**

YR 5: 60 Instructional Staff; 15 Assistant Teachers; 24.5 Teacher support/Administrative: **99.5 Total**

This staffing structure assumes that we will have a mix of new, intermediate, and experienced teachers as described in the proposal narrative. The starting salaries are \$45,000, \$50,000 and \$60,000 respectively. The average salary used the staff worksheets demonstrate our proposed mix of staff and returning staff salary growing at an average rate of 2.5% before bonuses.

Technology Costs

While we are not classified as a blended learning school, our budget and school design reflect that leveraging technology to differentiate in the classroom is important to us and will help us achieve our objectives.

We employ this in three essential line items:

Instructional Supplies and Resources: We will equip each classroom with \$3200 of technology. This sum accounts for smartboards, projectors, and interactive hardware for students.

Software for Students: We budget \$100 per pupil to allow for multiple educational programming

Computers for Students: The \$75 per pupil estimate is based on pricing and conversations with, Indiana based, Cascade Asset Management. At this price we could procure downstream laptops on a 1-1 basis.

Facilities Expenses:

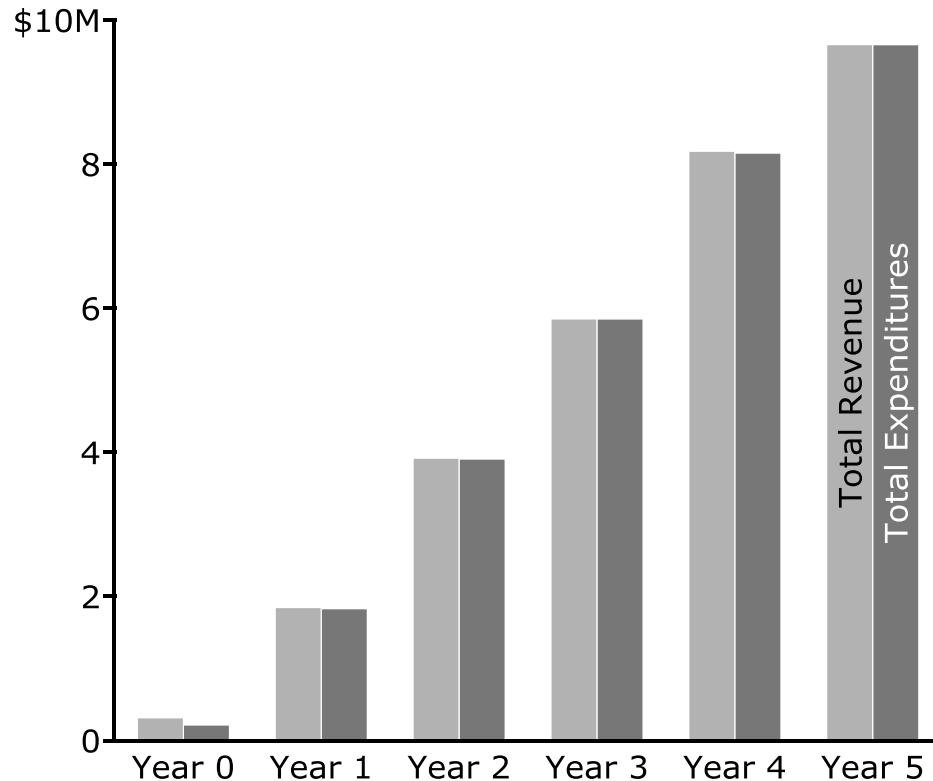
In our attached budget we use the conservative benchmark of \$6 per square foot of space and 100 square feet per pupil to determine our base lease/mortgage cost. This number grows as a function of enrollment and serves as a placeholder until we make a final decision on a facility. This type of benchmark assumes that we could lease only the space we need as we grow, which might not be the case if we were renting space on a square foot basis. Please see the notes of Attachment 17 for more detailed assumptions on facility cost. We use conservative estimates for utilities and maintenance, though it is our objective to keep total facility expense under 15% of total expenses.

In our supplemental budget that compares the low funding and high expense variables, we test our facility assumption that is stated in the proposal narrative: A vacant Gary Community school can be acquired and brought up to code for a sum of \$1million on the lower end and 1.5million on the higher end. These assumptions assume financing at rates provided by IFF.

Please see the notes in Attachment 17 for additional assumptions and the charts below that explain the decisions we make in various funding scenarios:

Base case assumptions show that GLA will be cash flow positive in years 1-5

GLA Budget



Carryover \$100K \$16K \$12K \$1K \$26K \$1K

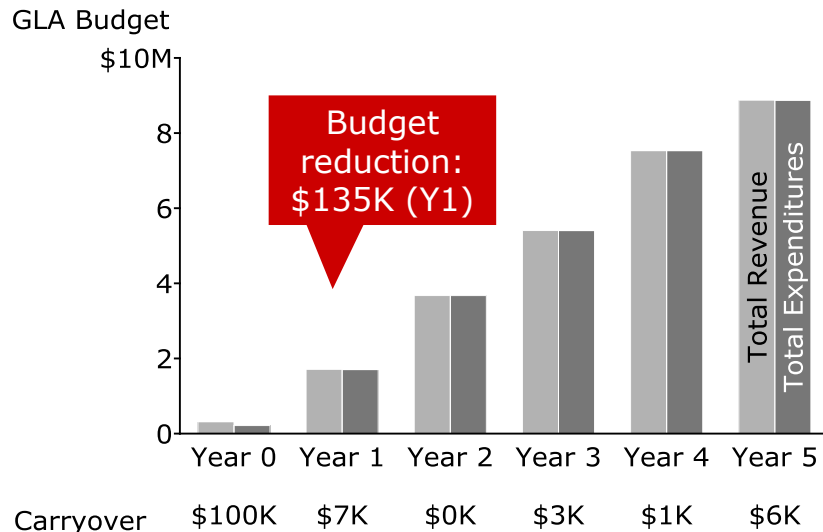
KEY ASSUMPTIONS

- Facility affordability:
 - Access to facility capital through IFF and other partners
 - Available building for purchase from Gary Community Schools
 - Facility repairs costs:
 - Up to \$1M in Year 0
 - Deferred Year 0 interest payments until year 1
 - Up to \$300K/year in Year 1-4
- Per pupil funding:
 - Current funding levels stay constant
 - 40 students per new grade
 - 100% replacement of vacated seats
- Minimal reliance on philanthropy:
 - \$100K donation assumption equal to carryover funding in Year 0

Note: Total revenues include federal, state and other per-pupil revenues

GLA has prepared contingency plans for both cost over-runs and funding reductions

SCENARIO 1: FUNDING DECREASE



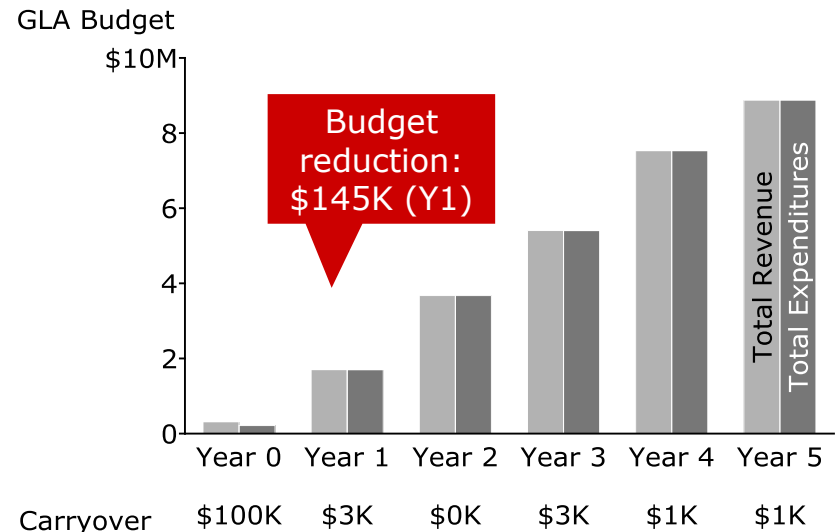
Modified assumptions

- State per pupil funding effective reduced by ~\$800 as a result of:
 - Reduced basic grant
 - Complexity grant limitations

Proposed cost reduction measures

- Admin staff salaries reduced by \$6K average
- Janitor/office staff support reduced by 50%
- Literary intervention specialist position removed
- Furniture expenditure reduced by ~18%

SCENARIO 2: FACILITY COST INCREASE + FUNDING DECREASE



Additional assumptions

- \$1.5M repair cost in Year 0 (rather than \$1M)
- \$500K repair costs in Year 1 – 4 (rather than \$300K)

Additional cost reduction measures

- Reduced music and art salaries reduced by ~16%
- Music, athletic, and field trip budgets reduced 40%
- Instructional leadership position removed in Y2

Attachment 19: Existing Non-Profit Entry Financials

Not Applicable

